

OFFICE OF POPULATION CENSUSES AND SURVEYS  
SOCIAL SURVEY DIVISION

# **Fifth Form Girls: their hopes for the future**

A survey carried out on behalf of the  
Department of Education and Science

Irene Rauta  
Audrey Hunt



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## **Fifth Form Girls: their hopes for the future**

(a survey among girls who have  
completed a fifth year at school)

A survey carried out in 1972 by the  
Social Survey Division of the Office of  
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the Department of Education and Science

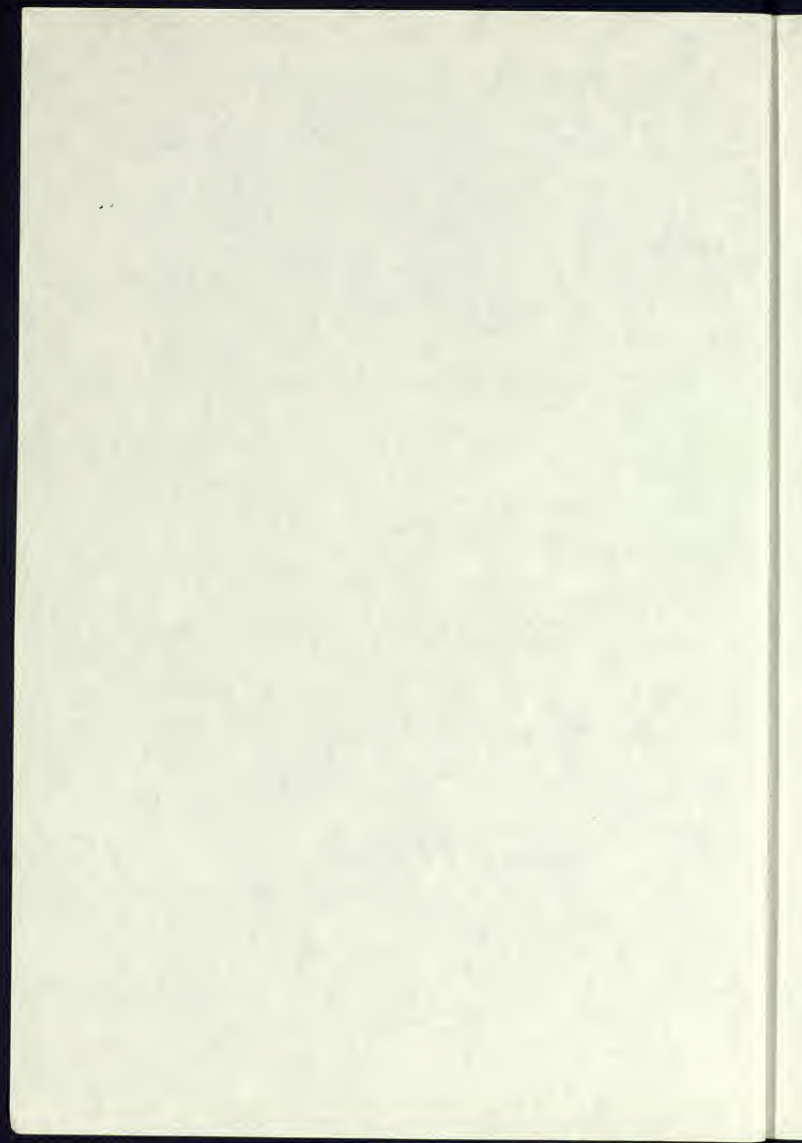
**Irene Rauta  
Audrey Hunt**

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# 1. Introduction

## 1.1 Background and purpose of the survey

This survey was carried out by the Social Survey Division of the Office of Population Censuses and Surveys on behalf of the Department of Education and Science. The main purpose of the inquiry was to identify environmental conditions and personal attitudes which are associated with the failure of some girls to pursue their education as far as their abilities seem to warrant. There is a great deal of evidence that there is little difference between the innate ability and performance at school of boys and girls but there are striking differences in their subsequent careers<sup>1</sup>.

The publication in September 1974 of the White Paper "Equality for Women"<sup>2</sup> has added to the importance of the question which this survey investigated. Equal educational opportunities are useless if girls reject them.

## 1.2 Method

With the resources available it was not possible to embark on a survey in which adequate comparisons could be made between boys and girls. The present survey, therefore, was designed to compare groups of girls with different levels of educational aspiration as related to their ability.

## 1.3 The sample

The sample was drawn from a population of girls who completed the fifth form year at a maintained secondary school, special schools excepted, at the end of the academic year 1970-71. Any girls who were repeating their fifth form year and any who left during the spring term or earlier were excluded. It was decided to include any girls who left during but before the end of the summer term as some girls leave immediately after they have taken their examinations and, in fact, almost all the girls who were interviewed had taken CSE or GCE O level. Details of the sample design will be found in Appendix I. A total sample of 2,133 girls was selected and interviews were conducted with 1,957 (92%).

## 1.4 The research design

The object of the survey was to compare girls whose educational aspirations were low, average and high *for their ability*. Items on which aspiration levels were assessed, such as qualifications aimed at, were covered by the questionnaire, but a reliable measure of ability was also needed.

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<sup>1</sup> See Appendix IV

<sup>2</sup> Cmnd 5724

After consultation with the National Foundation for Educational Research, we decided upon the AH4 Group Test of General Intelligence<sup>1</sup>, a test designed for use with a general adult population. Its main advantages for our purpose were that it is short (taking about 25 to 30 minutes in all, including instructions and practice time), that it includes both verbal and non-verbal material, and that it is in two 10 minute parts which can be administered separately if necessary.

The development of the criterion of educational aspiration in relation to ability is described in detail in Appendix II.

### 1.5 Pilot work

Between May and November 1971, while the sample for the main stage was being prepared, a three-stage pilot study was carried out.

The first stage consisted of a number of free exploratory interviews and group discussions with girls in London and Oxfordshire who had completed their fifth form year in 1970.

At the second stage, interviews were conducted with a sample of 154 girls selected in the same way as the main sample. A structured questionnaire, similar to that used at the main stage but considerably longer, was used. The main purpose of this stage was to reduce the questionnaire to a workable length and to modify the wording of questions where necessary. In two-thirds of the interviews, questioning was strictly in accordance with the questionnaire and a quantitative analysis of the data from these questionnaires was carried out. The remaining interviews were used for trying out different forms of wording and question order and for looking into methods of overcoming any problems which might arise in giving the AH4 test in the girls' homes.

By statistical methods (described in Appendix II) items were identified which were most likely to be useful for the development of relevant attitude, opinion and interest scales.

At the third stage, a questionnaire much reduced in length and modified through discussion with field and coding staff was given a final trial with a sample of 59 girls. Only minor changes were made after this stage.

### 1.6 The main fieldwork

Interviewers were briefed and trained in the administration of the AH4 test in January 1972. Fieldwork was carried out between 1st February and 15th March.

No girl was interviewed until permission had been given by a parent or guardian. Some information about their own occupations and education was collected from parents themselves.

As the response rate of 92% indicates, almost all of the girls and parents we approached were extremely cooperative, in spite of the length of the interview and the fact that it included a test.

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<sup>1</sup>Published by the NFER Publishing Company Limited.



## 1.7 The report

For the benefit of readers who are unfamiliar with the techniques of ability testing and attitude scaling, we give, in chapters 2 and 3, brief descriptions of the AH4 test and of the scaling methods used. (Full details of the latter are given in Appendix II).

Chapter 4 covers the main findings of the survey. It examines the relationship between educational aspiration and a number of other factors. Chapters 5 to 8 examine the other findings of the survey.

Details of the sample design are given in Appendix I. Appendix II describes the development of the composite scales and the criterion of educational aspiration. Interviewing materials, including the questionnaire and self-completion booklet, are reproduced in Appendix III. Appendix IV contains background material from other sources.

Percentages in the tables are rounded to the nearest whole number and consequently do not always add exactly to 100. The symbol \* in percentage columns indicates that the percentage is less than 0.5%.

## 1.8 Acknowledgements

Surveys are a product of teamwork and we should like to acknowledge the contributions made by the Technical Branches of Social Survey Division, namely, Sampling, Field, Primary Analysis and Computing. For all of them this was a specially difficult assignment.

We should also like to thank the schools who helped us and above all the girls and their parents who cooperated so willingly in giving us the information which is the basis of this report.

## 2. A note on the AH4 test

### 2.1 Administration of the test

It was usually possible to avoid interruptions during the test by warning the whole family that the girl needed to be able to concentrate for about half an hour without distractions. If necessary in order to ensure good conditions, interviewers were able to give the test at a different point in the interview from that indicated in the questionnaire or to give the two parts separately. If anything at all unusual or distracting happened during the test, interviewers made a note of it and it was decided later whether or not this was sufficiently important to invalidate the score. If the girl had taken the same test before or if she had some physical disability which prevented her from writing the answers quickly she was excluded from analyses involving the test score. However, if girls had other disabilities, such as language difficulties, we included them as the test was being used as a measure of manifest ability and girls with such disabilities could not be expected to aim for very high educational attainments.

### 2.2 Ability groups

The scores in the test were used to classify the girls into five ability groups.

These divide the sample as nearly as possible into the top and bottom 10%, the next-to-the-top and next-to-the-bottom 20% and the middle 40%. The ranges of scores for these groups were as follows:

Group	Number in group	Percentage of total	Range of scores
1	185	10%	106-122
2	363	19%	95-105
3	799	41%	75- 94
4	385	20%	61- 74
5	198	10%	9- 60
Not graded	27		

In a few cases girls had actually stopped work on the test for a short time because of interruptions. These girls were excluded from any analyses which used the exact test score as their scores might have been higher under better conditions. Girls whose tests were interrupted were included in the ability grouping if they had completed one half of the test under good conditions and if their total scores fell in the middle or lower range for one of the ability groups, on the assumption that a few extra seconds would not have allowed them to increase their scores enough to put them into the next higher group.

### 3. A note on scaling

#### 3.1 Introduction

To the non-psychologist the notion of scaling is sometimes alarming. However, although the statistical techniques used in devising scales are sometimes complicated, the basic principle is a simple one. The techniques used in the present survey are described in Appendix II. The purpose of this note is to describe in simple terms, for the benefit of readers unfamiliar with this method of analysis, the basic principles of the scales used in this survey.

#### 3.2 Attitude and interest scales

Scaling, in essence, involves taking into account the answers given to a group of questions which are all relevant to the particular topic. On the basis of the answers to all these questions each individual is given a *score*.

For purposes of comparison between groups, their *mean* scores are used, standardised as described in Appendix II.

#### 3.3 Educational aspiration scale

The principal scale used in this report is that for educational aspiration.

For reasons explained in Appendix II girls with very high or very low *ability* scores have been excluded from the aspiration scale (10% at each end of the ability range). In this way three equal groups were obtained, namely: those whose educational aspirations were low in relation to their ability; those whose aspirations were average and those whose aspirations were high. These groups are closely matched for ability.

It should be noted that no assumption is made that a certain level of educational aspiration is appropriate for a given level of ability. *The criterion used is based on the actual level of aspiration which is most usual in the sample at each ability level and on how far above or below the average for her ability each girl's score on the aspiration scale fell.*

*Although girls with very high or very low ability scores are excluded from the comparisons between aspiration groups they are included in the other chapters of this report.*

### 3.4 Other scales

The other attitude and interest scales used are as follows:

- Interest in a career
- Liking school
- Assessment of school performance
- Need for financial security
- Competitiveness
- Interest in having children
- Interest in boys
- Interest in early marriage
- Rejection of traditional female role
- Dissatisfaction with careers help.

## 4. Factors influencing educational aspiration: the main findings of the survey

### 4.1 Summary

The main findings of the survey are set out in this chapter, which compares three groups of girls, one having higher than average educational aspirations for their ability, one having about average aspirations and one having lower than average aspirations. The three groups, which together comprised the middle 80% of the sample in their scores on the ability test, were equal in size and closely matched for ability so that, within the range represented, we were able to compare girls with low, average and high educational aspirations at all levels of ability.<sup>1</sup>

It is important to bear in mind that, although the three groups are referred to for simplicity as "high", "average" and "low educational aspirers", they are distinguished *not* by the absolute level of their aspiration scores but by how that level compares with the average for girls of their ability. The three groups are examined, then, in order to see what, *apart from ability itself*, distinguishes girls who are setting themselves low targets of educational achievement from those who are aiming higher. Although the highest aspiration group may include a few girls whose aims are unrealistic we believe that this is not so far the vast majority. The fact that girls with the lowest ability scores were excluded makes this less likely and independent evidence shows that on the whole girls are more likely to set their sights unrealistically low than to overreach themselves.

One of the main findings is not a surprising one. It shows that privileged girls are most likely to have aspirations above average for their ability. At all levels of ability, home background and school background evidently contributed independently to the girls' level of aspiration. In other words, the influence of the home background was apparent, irrespective of the type of school attended, and vice versa.

Within all types of school, girls from middle class homes tended to aim highest in relation to their ability; when home background variables were controlled, grammar school girls were most likely to be high aspirers and modern school girls low aspirers.

Other things being equal, comprehensive school girls tended to have rather lower aspirations than grammar school girls and rather higher aspirations than modern school girls. This cannot be used as evidence of the effects of comprehensive education in the long term. Apart from the possibility of some self-selection which made it likely that grammar schools would have a larger proportion of academically-minded pupils than comprehensive schools, more than half the comprehensive school girls in the present sample had originally attended grammar, technical or modern schools. The fact that they had suffered a change of type of school in mid-career inevitably makes them atypical.

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<sup>1</sup> The construction of the composite aspiration and ability scale is described in outline in Chapter 3 and in full detail in Appendix II.

Among the least able girls as well as the brightest, those who were most likely to be aiming high for their ability were grammar school girls whose parents were themselves relatively highly educated and had apparently given their daughters active encouragement to stay on at school. Conversely, the girls who were most likely to be aiming low were modern school girls whose parents left school as early as possible and put no pressure on their daughters to remain at school after the fifth form year.

Looking at different levels of ability within each of the three types of school, we found that the group most likely to have low aspirations for their ability was the small group of bright girls who had been educated in modern schools. The group most likely to have high aspirations was the, again small, group of less able girls from grammar schools. Contrary to what might be expected, being brighter than most in a modern school does not seem to have had a stimulating effect or being less bright than most in a grammar school a discouraging one.

While the socio-economic grading of the father's job was related to the daughter's level of educational aspiration, this was probably mainly because it was a fairly good indicator of the attitudes towards education which the girl was likely to have encountered when she was growing up. The parents' own educational level and their feelings about whether their daughter should leave school or not were quite closely related to the father's socio-economic grading. There was little indication that girls had lower aspirations directly because of their parents' financial circumstances. Few parents seem to have put pressure on their daughters to leave school and start earning money although they may often have done little to discourage them if they wanted to. Few girls said that they wanted to leave school in order to help their families financially. On the other hand, low educational aspiration was associated with a desire to earn money and concern about financial security. The more materialistic outlook of low aspirers could be related to the fact that they tended to come from homes with less money and less security.

Not surprisingly, girls with high educational aspirations tended to like school more than girls with lower aspirations. They also, with justification, tended to rate their school performance higher. Although the groups of high, average and low aspirers were matched for ability, the average number of examination subjects they had taken varied greatly and the higher a girl's aspirations the more likely she was to have passed in a high proportion of the subjects she had taken. All girls, regardless of their aspiration level, tended to say that, ideally, they would like to be good at school work and successful in their jobs, although the high aspirers generally placed greater emphasis on such achievements than the low aspirers, and all girls tended to feel that this was what their parents would like ideally. Low aspirers usually rated themselves as falling further short of their own and their parents' ideals than did girls with higher aspirations. This applied to ratings for other characteristics as well as those directly concerned with success at school and at work. The lower a girl's aspirations the more likely she was to feel that her parents would have liked her to be more obedient than she was. A low level of aspiration seems to be associated with a sense of failure rather than with indifference to academic achievement. On the scale measuring competitiveness, low aspirers had only marginally lower average scores than high aspirers.

Girls with different levels of educational aspiration also tended to have different interests, values and aims in life. Low aspirers tended to be interested in early marriage and boys, uninterested in having careers and generally orientated towards the traditional female role. High aspirers usually wanted to marry later and to have careers of their own and they were inclined to question traditional ideas about women's role.

The existence of an association between educational aspiration and other variables helps us to identify groups of girls who are likely to give up their education earlier than might be desirable or to set their sights inappropriately low but it tells us little in itself about how the various factors may be linked causally. This study



was conducted at a single point in time and it must be a matter of speculation what time sequence of events led up to the state of affairs existing at the time when the girls were interviewed. Any causal model which we might postulate to account for our data could only be put forward as a hypothesis and the survey findings themselves could not be produced as evidence to support it. Nevertheless, an attempt should be made to draw the findings together and give in outline the kind of causal explanation which they seem to suggest.

The various factors which we have found to be associated with educational aspiration level are usually fairly closely intercorrelated. Daughters of highly educated parents are likely to go to grammar schools, girls who go to grammar schools are likely to do better in examinations than girls of similar ability who go to modern schools, girls who do well at school tend to enjoy school life more than those who do not, and so on. It seems very likely that many of these factors act upon and influence one another, directly or indirectly, or may have done so at an earlier stage, and that under-aspiration may often result from being caught in a vicious circle.

The findings indicate that the children of poorly educated parents, especially if the parents place little value on the child's intellectual progress, tend to be at a disadvantage educationally. These children may also tend to be at a disadvantage in their genetic endowments but, even given the same inherent ability, they are more likely to be retarded. Such children will tend to give a relatively poor account of themselves at school and are likely to find school life less enjoyable and school work less rewarding, both intrinsically and in terms of the approval they win at home and at school, than children who have had a more favourable start. In this way, their motivation to work hard may be further impaired and their performance gradually decline. A girl who has become a victim of this kind of vicious circle is more likely to find herself in a non-academically orientated school, band or stream when she reaches secondary school than a girl with a more favourable background who is better motivated, though she may not be more able.

Girls who have become poor performers in relation to their ability may well be inclined to turn to non-academic areas of life for satisfaction and to look forward to escaping as soon as they may into a completely new sphere where success is still possible for those who are not particularly good at school work. Low aspirers do not, on the whole, see themselves as much less competitive than high aspirers. If they are in fact anxious to succeed it seems very likely that they will seek out areas for success, such as success with boys and in dress and success in making money, which are not obviously dependent upon academic attainment and may in some ways even seem to be incompatible with it. Staying on at a girls' school, for example, may seem less conducive to success with boys than going to a mixed college or starting work and, in the short term at least, sixth-formers and students seem to be depriving themselves financially. Girls who have begun to see themselves as operating more successfully in non-academic spheres and to look forward to a future in which school performance will be irrelevant are particularly likely to regard school work as unrelated to "real life" and may find this a useful rationalisation of their lack of interest in it.

This kind of pattern could develop as easily with disadvantaged boys as with girls but with one important difference, that boys are not offered the simple and obvious escape route to marriage and motherhood which is not merely socially acceptable for girls but almost obligatory. Any desire which a boy may have at an early age to marry eventually and have children can only increase his motivation to become well qualified so as to be able to support a family. For boys as well as for girls, a wish to make money immediately might be a reason for curtailing their education but interest in long-term financial security is likely to provide a stronger motive for boys than for girls for becoming well qualified. The average boy does not expect to achieve security by marrying a wealthy wife. He may expect his wife to work, at least for a time, but it is unusual under present-day conditions for a wife's earnings to be considerably higher than those a husband could achieve. The range of well-paid occupations open to well-qualified boys is much greater than in the case of girls. Many of the high-aspiring

girls in our sample expected to take up jobs such as teaching, nursing and welfare work. These may compare unfavourably in financial terms with a job such as temporary shorthand-typist, which involves much shorter training and, in the view of many girls, provides better opportunities for marriage.

Even if we take into account all the variables which we have shown to be associated with educational aspiration in girls, variations among individuals remain unexplained. We cannot begin to account for the exceptional girl who, apparently in spite of having all the advantages in home and school background, stubbornly remains a low aspirer, or for the girl who is determined to make the most of her endowments in spite of an unfavourable background. We hope that this survey may provide some stimulus for further research, even though the findings are not, on the whole, unexpected.

More than anything, perhaps, we are left with rather tantalising questions about how boys might have differed from girls had we been able to interview both. A comparison of high and low aspirers of both sexes could throw light on the question of why girls generally tend to have lower educational aspirations than boys and might test the hypothesis suggested above that one of the main disadvantages girls suffer from is that they are offered an "easy" way out in marriage, which, given other disadvantages, they are only too willing to take. There is evidence from other sources that many mature women regret their lack of qualifications and seek to obtain them later in life. An investigation among such women into the reasons for their early failure to obtain qualifications and the factors which may have changed their youthful attitudes might also be rewarding.

At the time of writing a report appeared<sup>1</sup> which shows that, among school teachers, promotional aspirations were much lower among women than amongst men. Our survey findings do not indicate that teachers' direct influence is towards lower aspiration levels, but it is possible that the indirect influence of an unambitious teacher may be reflected in the aspirations of the girls she teaches. This might also be a suitable subject for further research.

A point worth comment is the vocational approach to education shown by a majority of girls. Among those with highest aspirations the majority is smaller, but it is none the less a majority. It is not to be expected that a high proportion who love learning for its own sake would be found among an average school population (boys or girls) but the idea that the main, if not the only, purpose of education at school or elsewhere should be to produce the qualifications for specific jobs appears to be widespread.

Finally, it should be remembered that the survey took place at a time of change in secondary education and before the introduction of legislation for equality for women, with its attendant publicity. The findings of this survey do not enable us to forecast the effects of these measures. A similar survey in a few years' time might be very revealing.

#### 4.2 Introduction to detailed findings on aspiration

In making comparisons between the three aspiration groups it is important to remember that some of the differences are inherent in the construction of the aspiration scale itself. The three items used were: education at time of interview; attitude towards leaving school/staying on; highest qualification a girl expected to take.

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<sup>1</sup> *Promotion and careers in teaching* by S Hilsum and K B Start NFER 1974.



Therefore the following differences in the percentages of each aspiration group who had full-time jobs and who were in full-time education respectively must be regarded not as comparisons between the groups but as part of the definitions.

Table 4.01 Occupational or educational status

	Educational aspiration		
	Low	Average	High
<i>Girls in:</i>	%	%	%
Full time jobs	85	21	-
Full time education	9	79	100 <sup>φ</sup>
Other	6	-	*

<sup>φ</sup> all except one

On the other hand, for example, the type of school attended does not form part of the definitions and therefore a comparison is legitimate.

In the rest of this chapter we first examine the differences which exist between the aspiration groups in terms of material factors (school, home background). Then we compare the groups in terms of their attitudes as measured by their scores for the scales described in chapter 3 and Appendix II.

### 4.3 School background

Not surprisingly, educational aspiration was related both to the type of school attended in the fifth form year and to the type previously attended (if different).

Table 4.02 shows the type of school attended during their secondary school careers and the type attended during their fifth form year.

Table 4.02 Type of school attended

	Educational aspiration		
	Low	Average	High
	(523)	(522)	(522)
<i>Type of school during career</i>	%	%	%
Modern throughout	42	35	17
Modern then comprehensive	16	11	8
Comprehensive throughout	15	16	20
Grammar/technical, then comprehensive	6	10	12
Grammar throughout	21	28	43



Table 4.02 Type of school attended (contd)

	Educational aspiration		
	Low	Average	High
<i>Fifth form year</i>	%	%	%
Modern	42	35	17
Comprehensive	37	37	40
Grammar	21	28	43

The relationship between aspiration and school type may partly be due to the effects of school orientation on the girls' aims. On the other hand the girls' own academic or non-academic orientation, or related factors, such as the importance their parents attached to their education, may have influenced selection for different types of school. It seems probable that selection for grammar schools at the age of eleven was influenced not only by the girls' ability but by how seriously they and their parents took their education. It is also likely that the orientation of the schools they attended had an independent effect on the girls' outlook.

Further light is shed by looking at the figures another way, and this is done in table 4.03.

Table 4.03 Educational aspiration of girls from different types of school

	Type of school attended:				
	Modern throughout	Modern then comprehensive	Comprehensive throughout	Grammar/technical then comprehensive	Grammar throughout
<i>Total</i>	494	182	263	145	483
	%	%	%	%	%
<i>Educational aspiration:-</i>					
Low	44	46	29	22	23
Average	37	32	31	36	30
High	19	22	40	42	47

Where there had been a change in the type of school, the effect of the first type appears to be greater than that of the second.

This supports the hypothesis that aspiration level has a bearing on selection for a particular type of school at the age of eleven.

Additional evidence in support of this theory comes from the small groups of girls who appeared to have been selected for the "wrong" type of school according to their ability. 17% of the girls in the top quartile<sup>1</sup> for ability attended modern schools in their fifth form year and 11% in the bottom quartile<sup>2</sup> attended grammar schools. The former were particularly likely to be low educational aspirers (Low: 57%; High: 11%) and the latter particularly likely to be high aspirers (High: 60%; Low: 21%).

There is evidence that these apparent anomalies in selection are related to the girls' home background. Lower ability girls at grammar schools were more likely to come from homes with attributes which, as we shall show later, are associated with high aspirations, while the reverse is true of higher ability girls at modern schools.

#### 4.4 Home background

We should expect the girl's home background and, in particular, the importance attached to her education by her parents throughout her childhood to be a very important influence on the academic aims she eventually sets herself. We did not talk to the parents themselves except to collect from them some factual information about their work and education. We hoped this information would give a reasonable indication of the attitudes they were likely to have had when the girl was growing up.

#### 4.5 Father's school-leaving age and occupation

The father's occupation was closely related to his level of education and both were related to the daughter's educational aspiration level. The higher the father's school leaving age, the more likely the girl was to have a high level of aspiration. 57% of girls whose fathers left school at eighteen or over were high educational aspirers as against only 28% of those whose fathers left at the statutory leaving age. Similarly, girls whose fathers had professional or intermediate occupations were more likely to be high aspirers than those whose fathers' occupations were below this on the Registrar General's socio-economic scale (Professional/Intermediate: 38%; Skilled manual: 29%; Semi-skilled/Unskilled: 25%). Whether the father's job was skilled or only semi-skilled or unskilled made little difference to the proportions of girls in each of the three aspiration groups. These girls were all more likely to be low educational aspirers than the daughters of men with "White collar" occupations (Professional/Intermediate: 24%; Skilled manual: 39%; Semi-skilled/Unskilled: 40%). Table 4.04 shows the relationship between the girl's level of aspiration and the father's school leaving age in combination with the socio-economic grading of the father's occupation. From this it appears that girls from "middle class" homes whose fathers had a lengthy education are less likely to have educational aspirations lower than average for their ability. On the other hand, girls at the other extreme whose fathers left school as early as possible and have lower level jobs still have a one in four chance of being high aspirers.

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<sup>1</sup> Roughly Ability Group 2, in analyses of the total sample.

<sup>2</sup> Roughly Ability Group 4. The correspondence was not exact because a rather better matching of the aspiration groups could be achieved by choosing slightly different cut-off points.

Table 4.04 Relationship between educational aspiration and the father's occupation and school leaving age

	Father's occupation					
	Non-manual		Professional/ Intermediate		Manual	
	Statutory leaving age or under	Over statutory leaving age but under 17	Over statutory leaving age but under 17	17 or over	Statutory leaving age or under	Over statutory leaving age but under 17
<i>Total</i>	281 %	165 %	128 %		766 %	165 %
<i>Educational aspiration:-</i>						
Low	30	21	10		41	35
Average	37	30	34		33	32
High	33	49	56		26	34
						43 %
						(26)
						(33)
						(42)

#### 4.6 Mother's school-leaving age and first job

The girl's level of educational aspiration was also related to her mother's school leaving age and to the socio-economic grading of her mother's first full-time job, if any. Table 4.05 shows how it was related to these two factors in combination. Again, the grading of the mother's job as well as the length of her education contributes to the likelihood that her daughter will have high educational aspirations.

#### 4.7 Type of school and home background

Within each school type girls with a middle class background were most likely to have aspirations above average. Only 8% of girls who went to grammar schools and whose fathers stayed at school until the age of seventeen or over were low aspirers and only 16% of modern school girls whose fathers left at or below the statutory leaving age were high aspirers.

Analyses relating home and school background to educational aspiration within each of the three broad ranges of ability show that, at each level of ability, grammar school girls with a favourable home background are most likely to have high educational aspirations. Within the top quartile for ability, for example, 54% of grammar school girls whose fathers had professional or intermediate jobs were high aspirers as against only 34% of grammar school girls whose fathers had lower grade occupations.

It is of some interest to examine the two relatively small groups of high aspiring modern school girls and low aspiring grammar school girls. These two groups tended to come from different home backgrounds from their fellow-pupils. We shall show that home background and school type are independently related to the girls' educational aspiration level. High aspiring modern school girls were more likely to come from "middle class" homes than other modern school girls, while low aspiring grammar school girls were less likely to do so than those with higher aspirations. In this respect, the mother's level of education seems to have been particularly influential. High aspiring modern school girls were much more likely to have mothers who stayed at school beyond the statutory leaving age than other modern school girls (High: 44%; Average: 24%; Low: 20%), while low aspiring grammar school girls were particularly likely to have mothers who left as early as possible (Low: 80%; Average: 57%; High: 48%). The girls in these two groups might be regarded as misfits in that they tended to have very different outlooks from other girls in the same types of school. In some ways they exaggerated the tendencies of high and low educational aspirers.

#### 4.8 Other home characteristics

Educational aspiration did not appear to be closely related to any of the other home background characteristics that we examined. There was no relationship, apparently, with whether or not the mother had gone out to work at any stage in the girl's childhood although there was a relationship with the socio-economic grading of the mother's job, if she had one at the time of the interview. Girls from large families, with four or more children including the girl herself, were less likely to be high aspirers and more likely to be low aspirers than girls from smaller families but the differences were small and may have been accounted for by a tendency for mothers of large families to have left school earlier than mothers of smaller families.

Table 4.05 The relationship between educational aspiration and the mother's first full-time job and school leaving age

	Non-manual Professional/Intermediate			Manual Skilled		
	Mother left school at			Mother left school at		
	Statutory leaving age or under	Over statutory leaving age but under 17	17 or over	Statutory leaving age or under	Over statutory leaving age but under 17	17 or over
<i>Total</i>	30 %	48 %	57 %	563 %	285 %	70 %
Low	(30)	(17)	16	35	22	11
Average	(43)	(29)	25	36	32	49
High	(27)	(54)	60	29	46	40
				Statutory leaving age or under	Statutory leaving age or under	Statutory leaving age or under
				390 %	52 %	37 31 33



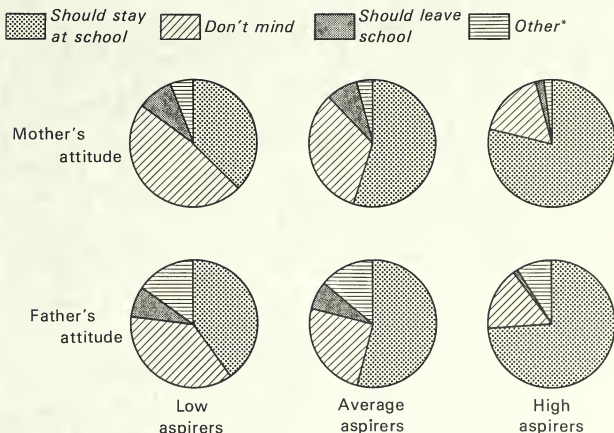
#### 4.9 Parents' attitudes to girls' education

Although we did not ask the parents themselves about their attitudes towards their daughters' education, the girls were asked several questions about their parents' attitudes. It was unusual for a girl not to think that her parents wanted her to do well in school work and many of these questions produced only marginally different responses from low and high educational aspirers. However, girls with different levels of aspiration tended to give different answers to the questions about whether their parents wanted them to leave school or stay on after the fifth form year. (Figure 4.01)

It was rare for girls in the high aspiring group to feel that their parents "didn't really mind" whether they stayed on or left and it seems clear that the majority of these girls had been actively encouraged in their educational aspirations by their parents. On the other hand, it was not uncommon for low aspirers to say that their parents wanted them to stay on at school and, as we have said, these girls usually thought that their parents would have liked them to do well academically. Although these questions can be only crude indications of the incentive to educational attainment provided by the home background, they do provide evidence that educational aspiration is at least as closely related to parental attitudes as to socio-economic group.

Figure 4.01

#### PARENTS' ATTITUDES TOWARDS GIRLS' LEAVING SCHOOL OR STAYING ON, BY EDUCATIONAL ASPIRATION



\*Other includes "No mother," "No father," "No answer," "Don't know."

#### 4.10 Effects of school, socio-economic group and father's attitude

The effects of home background evidently continue even after a bright girl has won a place in a grammar school.

In the same ability group, 56% of grammar school girls whose fathers wanted them to stay on at school were high aspirers as against only 21% of grammar school girls whose fathers did not mind what they did or wanted them to leave.

Similarly, the effects of school appear to be independent of home background. In the top ability quartile, only 14% of modern school girls whose fathers had professional or intermediate occupations were high aspirers while, as quoted above, the proportion was 54% among grammar school girls whose fathers had the same socio-economic grading.

#### 4.11 Liking school

Two attitude scales are particularly relevant to other comparisons between aspiration groups and we therefore deal with them here in some detail. The first is *Liking school*.

Not unexpectedly, high aspirers were more likely than low to like school. The standardised mean scores for the three groups are high: 27; average: -.09; low: -.24.

However, even among high aspirers there are many criticisms of aspects of school life, as table 4.06 shows.

These findings do not enable us to distinguish between cause and effect. For example, we cannot say whether a girl feels she wants to continue her education because she enjoys school or whether she enjoys school because it is enabling her to fulfil her educational aspirations.

On average, high aspirers from modern schools had the highest scores for liking school (Standardised mean score: .55) and low aspirers from grammar schools the lowest (Standardised mean score: -.93). The score was lower for grammar school girls in all aspiration groups than for girls in the corresponding groups in other types of school.

Table 4.07 shows the relationship between educational aspiration and attitudes to school within each school type.

Modern school girls were less likely to be high educational aspirers even if they liked school than were grammar school girls with relatively unfavourable attitudes towards school. The latter were almost as likely to be high aspirers as low.

#### 4.12 Self assessment of school performance

The other scale which we examine in detail is that based on the girls' own assessment of how well they had done at school.

On this basis high aspirers tended to have the highest scores, low aspirers the lowest (standardised mean scores: high: .29; average: -.06; low: -.21).



Table 4.06 Responses to items in the Liking School scale among low, average and high educational aspirers

	Educational aspiration		
	Low	Average	High
	523 %	522 %	522 %
<i>Liking school:-</i>			
Very much	16	17	23
On the whole	49	57	65
Others	35	26	12
<i>Getting into trouble:-</i>			
More than other people	6	5	3
Average	58	52	51
Less than other people	36	44	46
<i>Attitude towards exams:-</i>			
Got very fed-up	18	20	13
Got a bit fed-up	54	48	51
Didn't really mind	28	32	36
<i>Being treated like a child:-</i>			
Disliked it	39	44	25
Didn't mind it	3	4	5
Not treated like a child	58	52	70
<i>School teaching irrelevant to life after school:-</i>			
Agreed	69	61	53
Neither agreed nor disagreed	13	14	14
Disagreed	18	26	33
<i>School too geared to exams:-</i>			
Agreed	46	52	58
Neither agreed nor disagreed	28	22	18
Disagreed	27	26	24
<i>Self-image rating for interest in school work:-</i>			
Very interested	8	11	33
Fairly interested	42	48	49
Others	51	41	18

Table 4.07 Educational aspiration analysed by score for Liking School within school type

	Modern schools		Comprehensive schools		Grammar schools	
	Liking school score		Liking school score		Liking school score	
	0-3	4-7	0-3	4-7	0-3	4-7
<i>Total</i>	165	329	261	329	278	205
	%	%	%	%	%	%
<i>Educational aspiration:-</i>						
Low	55	39	39	27	32	11
Average	34	39	37	29	37	20
High	12	22	23	44	30	69

Table 4.08 Educational aspiration analysed by score for Assessment of School Performance within school type

	Modern schools		Comprehensive schools		Grammar schools	
	Assessment of Performance score		Assessment of Performance score		Assessment of Performance score	
	0-1	2-4	0-1	2-4	0-1	2-4
<i>Total</i>	302	192	382	208	308	175
	%	%	%	%	%	%
<i>Educational aspiration:-</i>						
Low	50	34	35	28	30	13
Average	36	39	34	30	32	26
High	14	27	31	41	38	62

The difference is particularly marked in the case of grammar school girls. Low aspiring grammar school girls tended to assess their performance the lowest (Standardised mean score:-.43) and high aspiring modern school girls the highest (Standardised mean score:-.44). In the academic atmosphere of a grammar school, non-academic girls are probably particularly aware of their shortcomings whereas, in modern schools, girls with academic inclinations must stand out.

In one of the questions which went to make up this scale, the girls were asked whether or not they had done as well as they could in their fifth form work. High educational aspirers were more likely than those in the low and average groups to say that they had done as well as they could but, among those who thought that they could have done better, high aspirers were rather more likely to blame themselves for laziness or not working hard enough (High: 65%; Average: 62%; Low: 57%). Low aspirers were rather more inclined than high aspirers to blame the quality of teaching (Low: 30%; Average: 26%; High: 20%). This tendency was most marked among grammar school girls, low aspiring grammar school girls being particularly critical. Their main complaints were of inadequate tuition, boring lessons and being pushed too hard.

#### 4.13 Performance assessed by examinations

The self assessment scale was made up of questions asking the girl how well she had done at school and how hard she had worked. On the more objective evidence of examinations, high educational aspirers did on average have the heaviest work loads and the highest pass rates, while low aspirers tended to take fewest subjects and were most likely to fail in those they took. On average, high educational aspirers took 6.1 subjects in GCE O Level, average aspirers 4.1 and low aspirers 2.9. Only 8% of high aspirers but 25% of the average group and 36% of low aspirers failed to take any O levels. Among the girls who took CSE only, 60% of those with high educational aspirations passed at Grade 1 in at least one subject, as against 47% of average aspirers and only 34% of low aspirers. Among girls who took O Levels, high and average educational aspirers had higher average pass rates than low aspirers (High: 0.80; Average: 0.71; Low: 0.57). Since the three groups were matched for ability, this seems to indicate that the low aspiring group tended to perform well below their potential.

#### 4.14 Careers guidance at school

Overall, scores on the scale measuring dissatisfaction with careers help did not vary with educational aspiration but some variations are found when the analysis is carried out within each type of school separately. Among grammar school girls, high aspirers tended to be most satisfied with the help they had received but this was not so in modern and comprehensive schools. The explanation may lie in the type of help provided by different types of school. Low aspiring grammar school girls who wanted to leave school and start work may well have felt that their teachers were unsympathetic to their aims, placed too much emphasis on education and gave them too little help in finding suitable employment. High aspiring modern school girls, on the other hand, may have been disappointed by the generally work-orientated careers help given in their schools.

In general, high aspirers seem to have been given most attention. This was true to some extent in all types of school although the differences were smaller within comprehensive schools.

Table 4.09 Nature of the help received in each type of school

		Educational aspiration		
		Low	Average	High
Modern schools	<i>Total</i>	218	184	92
	<i>Proportion who:-</i>	%	%	%
Had a talk with a teacher in private		44	55	63
Felt that they had had help from school		46	55	55
Felt that it was easy to get help		63	67	71
Felt that they had had enough help		51	49	39
Comprehensive schools	<i>Total</i>	192	193	205
	<i>Proportion who:-</i>	%	%	%
Had a talk with a teacher in private		42	45	45
Felt that they had had help from school		34	43	46
Felt that it was easy to get help		59	64	66
Felt that they had had enough help		44	39	32
Grammar schools	<i>Total</i>	113	145	225
	<i>Proportion who:-</i>	%	%	%
Had a talk with a teacher in private		48	52	58
Felt that they had had help from school		27	43	53
Felt that it was easy to get help		43	56	68
Felt that they had had enough help		29	31	35

#### 4.15 Conformity with own and parents' ideals

Most girls, regardless of their educational aspiration level, felt that their parents would like them to be interested in school work and good at it, to be keen on having a successful career and successful in their jobs. Most girls acknowledged that these were desirable characteristics in their ratings for their ideal selves, although high aspirers tended to value them more than girls with lower aspirations. The way girls actually saw themselves varied much more with level of aspiration than the ideals and low aspirers tended to rate themselves as least like their own and their parents' ideals.

On the whole, ratings of the parents' ideals for characteristics other than interest and competence in school work varied very little with the girls' educational aspiration level. There were, however, marginal differences in the mother's ideal ratings for liveliness, acceptance of the status quo and obedience which suggest that low aspirers may have been encouraged in a rather more timid approach to life than high aspirers.

Detailed comparisons of parents' and girls' own ideals with the girls' self-images do not produce any firm findings.

Many girls felt that their parents would like them to be less interested in boys and clothes than they were and less keen on marrying early but this was most often the case with low educational aspirers. On these dimensions, however, the girls' own ideals did not usually differ much from their self-images. In general, high aspirers tended to see themselves as closest to their own and their parents' ideals and they were least likely to feel that their parents wanted them to be more obedient than they were.

Our ratings of the parents' ideals were of course based on the girl's own statements of what she believed their views to be. The lack of variation of these ratings with other variables suggests that these responses may have been to some extent stereotypes, reflecting the adolescent girl's idea of what parents in general demand of their daughters. Be that as it may, the differences in the extent to which girls with different levels of educational aspiration saw themselves as conforming to these ideals suggest that the "generation gap" is widest for the low aspirer.

#### 4.16 Attitudes

We have dealt in some detail with the relationship of the scales for *liking school* and *assessment of school performance* with aspiration level, because these seemed particularly relevant.

Here we deal briefly with the remaining attitude scales.

A *positive* association with aspiration level means that a high aspirer is likely to have a high score on that particular scale, a *negative* association means that she is likely to have a low score.

For example, there is a *negative* association between interest in early marriage and high aspiration: in other words, a girl who has a high level of aspiration is more likely to have a low score for interest in early marriage than is a girl with a low aspiration level.

Scales in which there is a fairly marked *positive* association with *high aspiration* are:

- Liking school
- School performance
- Interest in a career
- Rejection of traditional female role

Scales with a fairly marked *negative* association are:

- Need for financial security
- Interest in early marriage
- Interest in boys

Scales without any very marked association are:

- Competitiveness
- Interest in having children

A study such as this, at a given point in time, cannot be expected to provide evidence of a causal relationship one way or the other. It appears legitimate, however, to draw some general conclusions.

Old ideas that careers and higher education do not go together with early marriage still seem to persist.

The desire for financial security seems to relate to the immediate future, because there is no reason to suppose that financial security would be less in the kind of post which a girl could hope to take up after obtaining qualifications than in a job she could enter immediately after leaving school. Nor would a highly qualified girl be less likely, other things being equal, to marry a husband in a fairly secure job.

It may tentatively be said that there may perhaps be a positive association between earlier sexual maturity and low aspiration.

No group has a high mean score for competitiveness (it would be interesting to know how boys would score on a similar scale). The similarity between aspiration groups may indicate that, while high aspirers are motivated by a desire to do better academically, low aspirers want to succeed in fields where academic qualifications are unnecessary.

No group has a high score for interest in having children, possibly because they take this function for granted.

The very low scores of low aspiring grammar school girls for liking school and assessment of school performance have already been discussed. These girls also tended to have an unusually strong orientation towards early marriage and away from a career. High aspiring modern school girls, on the other hand, tended to have particularly high scores for interest in a career and were even slightly more inclined to reject the traditional female role than high aspiring grammar school girls.



## 5. The fifth form year

### 5.1 Summary

A girl's attitudes to education are undoubtedly in the course of formation throughout her school career (and probably even before she starts school). In the fifth form year these attitudes finally crystallise in the decision to leave school or to stay on. Their experiences during this year may quite possibly have a pronounced effect, one way or the other, on those girls who are undecided. A number of questions were therefore asked about girls' fifth form careers.

Because of the changes in secondary education which continued throughout the school careers of the girls in the sample, it would be unwise to assume that the comparisons between girls at different types of school in their fifth form year are likely to hold good in the future. For example, in absolute numbers, the girls moving into comprehensive schools from modern schools will outnumber those moving into comprehensives from grammar schools.

Most girls had enjoyed their fifth form year, grammar school girls less so than others. This difference is probably due to the more academic approach in many grammar schools. This and preoccupation with examinations were the most widespread criticisms of school. How much a girl enjoys school appears to be more closely related to how relevant it seems to be to the "real" adult life she expects to lead than, for example, to how well she feels she gets on in school work. The fact that many girls regarded school work as remote from their visions of real life may be less a reflection on the school syllabus than on the rather narrow view of real life which many girls take, although perhaps not without good reason.

Although grammar school girls seem to have enjoyed school least and modern school girls to have enjoyed it most, on average, grammar school girls were nearly three times as likely as modern school girls to stay on after the fifth form. Within each type of school, girls who liked school more were more likely to stay on and this was particularly true of grammar school girls. The differences in "liking school" between leavers and non-leavers were greater for grammar school girls than for girls from other types of school.

Criticism of examinations does not appear to arise from compulsion on girls to enter for more than their capabilities warrant. On the whole, girls had taken the examinations which seemed most appropriate for their ability but a few very bright girls, mostly from modern schools, had not taken 0 levels, and a few girls with low ability scores, mostly from grammar schools, had not taken CSE. The more subjects a girl had taken, the larger her proportion of passes tended to be and this was so within groups of girls of broadly similar ability. This finding does not support the view advanced by some girls that poor performance results from taking too many subjects.

### 5.2 School type

We have shown in chapter 4 that educational aspiration is related to the type of school attended during the fifth form year and, perhaps more closely, to that attended at the commencement of secondary education. The school careers of the

girls in the sample had been in progress during a time of accelerating change towards non-selective secondary education, but over four-fifths of the sample had experienced selection. Half of these had been placed in grammar or technical schools and half in modern schools. During their school careers a number of these schools had become comprehensive, so that at the time of interview the sample was almost evenly divided between modern, comprehensive and grammar schools.

A few girls appear to have been placed in types of schools inappropriate for their ability.

Figure 5.01 shows the types of school attended, both during the fifth form year and at the outset of their careers, by girls in the five ability groups. Although the selective system had usually placed girls with high scores in grammar or technical schools and girls with low scores in modern schools, 17% of those in the top two ability groups (i.e. the top 30% of the sample) had originally attended modern schools and 12% of those in the bottom two groups had attended grammar or technical schools. As some of the schools had become comprehensive, these proportions during the fifth form year were 13% and 9% respectively.

Most of the grammar schools were girls' schools while the comprehensive and modern schools were usually mixed. Three-fifths of the total sample attended mixed schools during their fifth form year.

### 5.3 Attitudes towards school

Girls with high aspirations have been shown to be more likely to have a high score on the "liking school" scale. However, most girls seem to have been reasonably happy at school. Few said that they disliked school overall during their fifth form year. Over three-quarters said that they liked school "on the whole" or "very much" and two-thirds rated themselves as "very" or "fairly" interested in school work.

The answers to the individual questions which form the basis of the "liking school" scale are shown in table 5.01. From this it can be seen that the belief that teaching is irrelevant to life after school is more widespread than problems of discipline or being treated like a child. It looks as though the girl's overall response to school life is strongly influenced by how relevant it seems to be to her life outside school and the life she expects to lead when she leaves school.

Three of the items in the "liking school" scale concern examinations and the over-academic approach of schools. Criticism of these is more widespread among grammar school girls and therefore it is not surprising that the standardised mean score<sup>1</sup> for the scale as a whole is lowest for grammar school girls (modern: .26; comprehensive: .06; grammar: -.32). The tendency is in the same direction for all the constituent items in the scale, although it is only slight for interest in school work and getting into trouble.

The relatively unfavourable attitudes of girls from grammar schools were not accounted for by their greater work load. Within both grammar schools and modern schools, girls who took a large number of subjects in CSE and/or GCE O level tended to have more favourable attitudes than those who took few subjects although this was not so clearly so in comprehensive schools.

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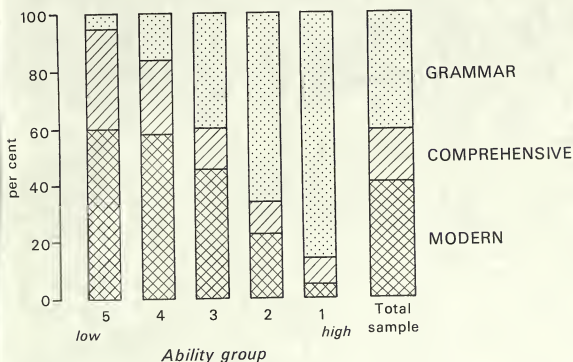
<sup>1</sup> See Appendix II



Figure 5.01

# TYPES OF SCHOOL ATTENDED ORIGINALLY AND DURING FIFTH FORM YEAR, BY ABILITY GROUP

School originally attended:



School attended during fifth form year:

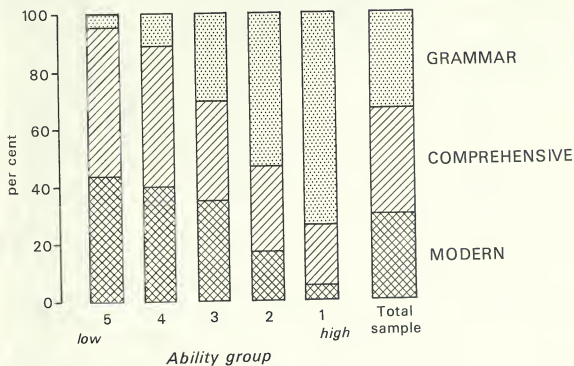


Table 5.0 Responses to items in the Liking School scale analysed by the type of school attended

	Type of school			
	Total	Modern	Comprehensive	Grammar
	1,957 %	592 %	733 %	632 %
<i>Liking school (Q12a)</i>				
Very much	19	26	21	11
On the whole	57	54	56	60
Others	24	20	23	29
<i>Getting into trouble (Q12c)</i>				
More than others	4	2	4	7
Average	53	53	51	54
Less than others	43	44	45	39
<i>Attitude towards exams (Q12g)</i>				
Very fed-up	16	11	15	23
A bit fed-up	50	48	53	50
Didn't really mind	33	40	33	27
<i>Being treated like a child (Q12h)</i>				
Disliked it	36	31	33	44
Didn't mind it	4	4	3	5
Not treated like a child	60	65	63	52
<i>School teaching irrelevant to life after school (Q64e)</i>				
Agreed	60	52	58	69
Neither agreed nor disagreed	13	17	14	9
Disagreed	27	31	28	22
<i>School too geared to exams (Q64i)</i>				
Agreed	52	33	47	76
Neither agreed nor disagreed	22	32	23	12
Disagreed	25	35	29	12
<i>Self-image rating for interest in school work</i>				
Very interested	18	17	17	18
Fairly interested	46	50	45	44
Others	37	33	38	38

is a subjective assessment it correlates quite highly with objective measures such as examination results.

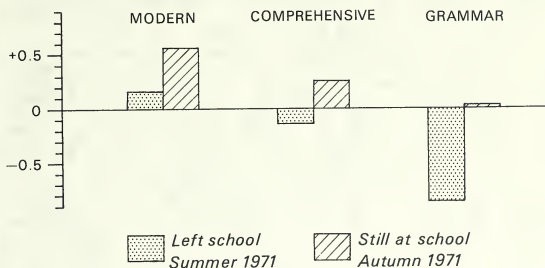
Few girls were prepared to rate themselves as doing unusually well or badly or as being very good or very bad at school work (this was the case often when a girl's performance as measured by such things as O level passes was well above the average for her school). The questions about how hard she had worked and whether or not she could have done better proved to be better discriminators. However, the scale as a whole gives a reasonable indication of how well a girl thought she had done at school.

Standardised mean scores for the three types of school were: modern: .02; comprehensive: .05; grammar: .07. Within each type of school scores tended to increase with increasing success in examinations. In modern schools scores ranged from - .37 among those who had passed no O levels to .60 among those who had passed 5 or more. In comprehensive schools the range was from - .40 among those with no passes to .72 among those with 7 or more and in modern schools from - .60 among those with none to .76 among those with 8 or more. It is evident that self-assessment of performance is influenced by what is generally regarded as the norm for the type of school.

Girls with high scores on the Assessment of School Performance scale also tended to have high scores for Liking School. This was true for the sample as a whole and also within each school type.

Figure 5.02

LIKING SCHOOL: STANDARDISED MEAN SCORES FOR LEAVERS AND NON-LEAVERS, BY TYPE OF SCHOOL



The relationship between liking school and assessing school performance highly holds even within comprehensive schools although liking school was inversely related to ability among comprehensive school girls who had come from modern schools and among those who had started off in comprehensive schools. The stability of the relationship between the two scales supports the suggestion that liking school is dependent both upon the academic or non-academic orientation of the school or stream and upon how well the individual girl feels able to cope with the pressures upon her.

Over the sample as a whole, attitudes towards school tended to be more favourable the lower the girl's ability but this was largely an artefact of the concentration of girls of high ability in grammar schools and girls of low ability in modern schools. Within modern schools and grammar schools, the brighter the girls were, the more favourable their attitudes tended to be and, in these schools, liking school was also positively related to the number of 0 level passes.

In comprehensive schools these relationships did not hold. The position within comprehensive schools was complicated by the fact that more than half of the comprehensive school girls in this sample had started their secondary school careers in other types of school. Girls who had come to comprehensive schools from grammar or technical schools tended to like school rather less than girls who had come from modern schools and those who had gone to comprehensive schools in the first place. Within the group who started in grammar or technical schools, it was the brightest girls who tended to like school most, as among grammar and modern school girls. But among girls who went to comprehensive schools from modern schools and those who started in comprehensive schools, this was reversed; the least able girls liked school most, on average. It is not easy to account for this because of the many factors which may be involved, some of which, for example, streaming, we did not investigate. It is safest to say merely that a change in the character of the school occurring in mid-career may affect a girl's attitude to school.

One aspect of school which might be expected to affect the girls' attitudes is whether or not there are boys in the school. Grammar schools are less likely to be mixed than modern or comprehensive schools. Girls from mixed schools had rather more favourable attitudes on average than girls from single sex schools (Standardised mean scores: Mixed schools .08; Girls' schools -.11). This did not in itself, however, account for the fact that modern and comprehensive school girls tended to like school more than grammar school girls. Girls from modern schools had the highest average scores and girls from grammar schools the lowest whether the schools were mixed (Standardised mean scores: Modern: .29; Comprehensive: .07; Grammar: -.29) or girls' schools (Standardised mean scores: Modern: .22; Comprehensive: .02; Grammar: -.32).

It is interesting that grammar school girls, who were nearly three times as likely to stay on in the sixth form as modern school girls, should apparently on average have enjoyed their fifth form year less. The tendency for modern school girls to have the highest scores and grammar school girls the lowest existed both among those who left school at the end of the fifth form year and among those who returned in the autumn, although it was more marked for the former (Figure 5.02). As one would expect, girls who left school tended to like school less than those who stayed on, and this was especially so among grammar school girls. Although grammar school girls were more likely to stay on in spite of negative feelings about school, their scores on this scale discriminate much more clearly between leavers and non-leavers than is the case among modern or comprehensive school girls. The decision to leave school or stay on is examined more closely in the next chapter.

#### 5.4 Self-assessment of school performance

High aspirers have been shown to have higher mean scores on the Assessment of School Performance scale, which is based on four intercorrelated items (how well the girl thought she did at school; how well she got on in lessons; how hard she worked; how good she thought she was at school work) (1). Although this

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<sup>1</sup> See Appendix II for details.

Girls who thought that they had not done as well as they might have were asked why this was so. Three-fifths of them attributed it to their own laziness or not working hard enough. A quarter had specific complaints about the quality of the teaching, mainly that they had not had enough tuition and guidance and that, on the one hand, they had not been "pushed hard enough" or, on the other, that they had been "pushed too hard".

One in nine said they were fed up with school and/or wanted to leave and the same proportion said that they were uninterested in the subjects studied.

6% criticised each of the following: their own lack of ability; shortage of staff or staff changes; too much work or too many subjects.

5% blamed illness.

No other reason was mentioned by as many as one in twenty and these reasons were too diverse to group in a logical way.

There was, perhaps surprisingly, little difference between the answers given by girls from different types of school, except that grammar school girls were more likely to criticise their own laziness.

## 5.5 Examinations taken

Examinations already passed were taken into account in the construction of the aspiration scale only if a girl did not intend to attempt any higher qualifications. Therefore it is not a tautology to say that aspiration level is related to the number of GCE O level passes.

Almost all the girls had taken subjects in CSE or GCE O level or both. The 1.4% of the sample who had taken neither nearly all came from modern schools and were nearly all among the bottom 30% in their scores on the ability test. Three-quarters of the sample had taken between six and nine papers in all, CSE or O level, the most usual number being eight.

Most girls in grammar schools took O levels only. Less than 1% had not taken any O levels and 28% had taken CSE subjects as well as O levels. In comprehensive and modern schools it was more usual to take both examinations. Nearly half of the comprehensive school girls and the same proportion of the modern school girls had taken both. Girls in comprehensive schools were more likely to have taken O levels only (Comprehensive: 20%; Modern: 5%) and girls in modern schools to take CSE only (Modern: 43%; Comprehensive: 30%).

Girls seem to have taken examinations broadly appropriate for their level of ability. However, 5% of those in the top two ability groups had not taken any O levels and 8% of those in the bottom two groups had taken O levels but no CSEs. These apparent anomalies were related to the school type. Three-fifths of the girls with high ability scores who did not take O levels came from modern schools and the rest almost all from comprehensive schools; three-fifths of the girls with low ability scores who took only O levels came from grammar schools and the rest almost all from comprehensive schools.

78% of the sample had passed GCE O level, or had the equivalent Grade 1 in CSE, in at least one subject; 20% passed at least one CSE (Grade 2-5) but no O level or Grade 1 CSE. 9% of the sample gained at least one O level equivalent although they had not taken any GCE papers. These girls, who would probably have benefited from taking some O level courses, came three-fifths from modern schools and two-fifths from comprehensive schools. This compares with 4% who took O levels but failed to pass in any subject.



As far as level of examination is concerned, it seems to be more likely for girls to aim too low for their abilities than too high. However, a great many girls had failed some of the examinations which they had taken. Only 31% of those who took GCE O levels passed in all the subjects they took and 9% of them, most of whom had taken only one subject, failed to pass in any.

In view of the widespread feeling among the girls, especially among grammar school girls, that their schools place too much emphasis on examinations, it is worth looking at the relationship between examination passes and the number of subjects taken. For the sake of simplicity, O levels only are considered, Grade 1 CSE passes being ignored.

In the sample as a whole the mean number of passes<sup>1</sup> ranged from .53 among girls taking one subject to .89 among those taking 9 subjects. This tendency was repeated in each ability group and, as we showed in Chapter 4, in each aspiration level.

The evidence does not suggest that low pass rates are related to overwork or that a reduction in the number of subjects taken would increase the number of passes or, indeed, affect the aspiration level.

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<sup>1</sup> These means were calculated according to the formula:-

$$\bar{X} = \frac{\text{Total passes for group}}{n \times \text{No. of subjects taken}}$$

where n = No. of girls taking  
given no. of subjects

## 6. Leaving school or staying on

### 6.1 Summary

Two items out of the three used to construct the educational aspiration scale were (a) whether the girl had remained at school after the fifth form year and (b) her attitude to staying on or leaving. Because these two items contribute to such an extent to the position on the aspiration scale, too detailed an examination would, in effect, be largely a repetition of the comparison between aspiration groups. We have therefore confined ourselves in this chapter to an investigation of some factors which may have influenced either the decision to leave or stay on or the attitude to it (or both).

The decision to leave or to stay on was in the great majority of cases the girl's own. 10% of those who left would have preferred to stay on and 5% of those who stayed on wanted to leave.

However, 30% of the girls were undecided, and of this group 60% had in fact left school by the date of interview. It seems possible that a more positive attitude towards staying on from parents and more positive encouragement from teachers might raise the educational aspirations of these girls. A large majority of the girls who themselves wanted to stay on said that their parents and teachers wanted them to do so while girls who wanted to leave and those who were unsure were much more likely to feel that their parents did not really mind what they did and not to know how their teachers felt.

The most common reasons which the girls themselves gave for wanting to leave school were that they wanted to start work and earn money (although few said that they wanted to help their families financially), that they wanted to continue their education elsewhere (sometimes specifically because they could not get the training they wanted at school), and that they were tired of school work and examinations. Girls who wanted to stay on were usually anxious to get further qualifications.

Wanting to leave school was associated with relatively high scores on several composite scales (need for financial security; interest in early marriage; interest in boys; interest in clothes;). It was associated with a low score for the "rejection of traditional female role" scale.

Although they tended to be most critical of school, grammar school girls were most likely to want to stay on while modern school girls, who tended to like school most, were most likely to want to leave. Daughters of men with "middle class" occupations and of parents who had themselves stayed on at school longest were most likely to want to stay on, and this was so within each school type.

### 6.2 Attitudes to leaving school in relation to what girls actually did

When asked whether they had wanted to leave school or stay on after the end of the fifth form year, 30% of the girls said they wanted to leave, 37% to stay on and 30% were undecided. A further 3% said they could not have stayed on. 46% of the sample were at school when interviewed.

Most girls acted in accordance with their own wishes in leaving school or staying on. 10% of those who definitely wanted to stay on left in the summer of 1971 or subsequently and 5% of those who wanted to leave were still at school at the time of interview.

It is noteworthy that 60% of the undecided group had in fact left school, most of them in the summer of 1971. From the point of view of encouraging girls to higher aspirations this group may well be particularly important.

### 6.3 Parents' and teachers' attitudes

In general, girls were much more likely to leave school against their parents' and teachers' wishes than against their own. Very few parents or teachers actually wanted girls to leave, but many parents did not mind and many girls appeared unaware of their teachers' views.

In view of the importance of the group of girls who were undecided, we compare in table 6.01 the attitudes of their parents and teachers with those of the parents and teachers of girls who had decided views.

It can be seen that the views of parents and teachers of the undecided group are closer to those of the group who definitely wanted to leave than to those of the group who definitely wanted to stay on. This emphasises the importance of a positive attitude on the part of parents towards their daughters' education, and of the need for teachers to make their views on continuing education known to the girls (Spontaneous comments by a number of girls indicate that "not minding" on the part of parents was non-interference rather than indifference).

Those girls in the undecided group who were still at school at the time of interview were much more likely to have been encouraged by their parents to stay on than were those who had left (roughly two-thirds of mothers and fathers of girls still at school, compared with about one third of others). Teachers' attitudes show the same tendency, but to a less marked extent.

Very few girls reported actual conflicts of opinion between their fathers and mothers or between their parents and teachers although they sometimes thought that one or the other felt more strongly about whether they should leave or not. About two-fifths said that their parents and teachers were all agreed that they ought to stay on. 2% of the girls said that one or both of their parents wanted them to leave although their teachers thought that they should stay on. Only a tiny group reported the reverse situation.

The evidence indicates that, although the actual decision to leave or stay on is usually the girl's own, the attitudes of her parents and, to a lesser extent, her teachers, do play a part in formulating the decision she finally reaches, particularly when she is undecided during her fifth form year.

### 6.4 Reasons for wanting to leave school or stay on

Girls who wanted to leave, or wanted to leave in some ways, were asked whether or not there was something else they wanted to do instead of staying on at school. The majority said that there was and, not surprisingly, this proportion was higher among girls who definitely wanted to leave (79%) than among those who in some ways wanted



Table 6.01 Attitudes of parents and teachers towards girls' leaving school analysed by girls' own attitudes

	Total	Girls who wanted to:			
		Leave	Leave in some ways & in others stay on	Stay on	"Could't have stayed on"/no answer
<i>Total</i>	1,957	591	585	719	62
	%	%	%	%	%
<i>Her mother:-</i>					
Wanted her to leave	6	11	7	2	2
Wanted her to stay on	58	38	50	80	69
Didn't really mind	32	46	38	15	23
Don't know	3	4	5	2	2
No mother/no answer	1	1	1	1	1
<i>Her father:-</i>					
Wanted her to leave	5	8	6	2	2
Wanted her to stay on	56	40	49	75	66
Didn't really mind	26	36	31	14	18
Don't know	9	13	8	7	8
No father/no answer	4	4	5	3	6
<i>Her teachers:-</i>					
Thought she should leave	2	4	2	*	3
Thought she should stay on	58	40	55	74	65
Didn't think it mattered much	7	12	9	1	2
Don't know/no answer	33	43	34	24	30

to stay on (60%). They were asked what else they wanted to do and what other reasons, if any, they had for wanting to leave. The answers to these two questions are combined in Table 6.02.

Among the negative reasons for wanting to leave school, lack of interest in school work and examinations and lack of incentive to get more qualifications occurred more frequently than actual dislike to school or its restrictions.

Many girls said that they wanted to leave school in order to earn money or start work, although seldom specifically in order to help their families financially. In answer to direct questions about their financial circumstances, almost half of the total sample said that they felt in need of more money when they were in the fifth form but only 17% felt that their parents could not easily afford to keep them on at school. Girls who wanted to leave school tended to be rather more conscious of the need for money but quite a large proportion of those who wanted to stay on also felt that they could have done with more (Wanted to leave: 51%; Wanted to leave in some ways: 54%; Wanted to stay on: 45%).

Table 6.02 Reasons for wanting to leave school

	Total	Girls who:	
		Wanted to leave	Wanted to leave in some ways
<i>Total wanting to leave</i>	<i>1,176</i>	<i>591</i>	<i>585</i>
	%	%	%
<i>Reasons for wanting to leave:-</i>			
Lack of interest in school work/tired of exams	30	35	25
Wanted to earn money (for herself)	29	27	31
Wanted to continue education/training elsewhere	29	32	26
Wanted to take a particular job	21	21	20
Wanted to get a job (unspecified)	20	28	12
Had no need for further qualifications	18	25	11
Wanted to get out into the world	17	17	16
School did not offer teaching/subjects she wanted	17	20	15
Lack of ability	16	19	14
School restrictions/being treated like a child	13	15	12
Disliked school/teachers	12	17	7
Friends were leaving	9	8	9
Wanted to earn money to help her family	4	3	5
Vague answers	1	1	2
Other reasons	9	9	10

N.B. Percentages do not add to 100 because a number of girls gave more than one reason.

Table 6.03 Reasons for wanting to stay on at school

	Girls who:		
	Total	Wanted to stay on	Wanted to stay on in some ways
<i>Total wanting to stay on</i>	<i>1,304</i>	<i>719</i>	<i>585</i>
	%	%	%
<i>Reasons for wanting to stay on:-</i>			
To get specific qualifications	40	41	40
To qualify for further education/specific job	32	40	21
Liked school/teachers	31	30	32
To get a good job (unspecified)	29	34	22
To get qualifications (unspecified)	23	24	22
Never thought of leaving	16	26	5
Had ability to go on	13	17	8
Friends staying on	11	7	17
Afraid of outside world/going to work	11	12	11
Wanted time to decide what to do	11	13	9
Parents' influence	10	14	6
Teachers' influence	6	7	5
Wanted to be in 6th form	6	7	5
Too young to start job/training	3	3	2
Parents would not have let her leave †	1	1	2
Other reasons	2	2	3

N.B. Percentages do not add to 100 because some girls gave more than one reason.

† Only one girl gave this reason without also giving reasons for wanting to leave herself.

The other main positive reason for wanting to leave school was in order to continue with further education elsewhere. Quite a large group of girls who gave this reason said that school could not give them the kind of course or teaching they wanted. We shall be looking in greater detail later at what the girls who had gone on to further education were doing.

Table 6.03 shows the reasons girls gave for wanting to stay on at school. As with the girls who wanted to leave school, their motives were often concrete and positive. The wish to get more qualifications was mentioned very frequently, especially by girls who were sure that they wanted to stay on. This seems to be the prime motive for continuing at school, although many of the girls said that they liked school and the teachers. Quite a large proportion of the groups who were sure that they wanted to stay on said that it had never occurred to them to leave. A few of the girls who wanted to leave in some ways also said that in fact they had never seriously considered doing so. Relatively few girls gave negative reasons for wanting to stay on although some said that they were afraid of the world outside and some wanted more time to decide what to do.

It is of some interest to look within the group of girls who were undecided about staying on at school at the differences between those who actually did stay on and those who had left by the time they were interviewed. Girls who in the end decided to stay on at school were more likely to give the concrete reasons of wanting more qualifications (Stayed on: 70%; Left: 56%) or wanting to qualify for further education or a specific job (Stayed on: 31%; Left: 14%). Similarly, girls who had left were more likely to give practical reasons for wanting to leave, such as, wanting to take a particular job or start work (Left: 37%; Stayed on: 25%), wanting to continue their education elsewhere (Left: 28%; Stayed on: 23%) or wanting to take a course not available at school (Left: 18%; Stayed on: 10%). It may be that they tended, after the event, to emphasise the practical advantages of the choice which they had actually made but it is reasonable that, for girls who are undecided, a concrete practical motive such as wanting to start work or to get more qualifications should be an important deciding factor.

It is interesting to note that although, in the sample as a whole, girls who remained at school had higher average scores on the "Liking School" scale than those who left, this was not so within the undecided group.

In this group the standardised mean score of girls who left was .04 whereas that of girls who stayed on was -.28. This again suggests that for girls who are undecided practical reasons, rather than feelings about school life, may weigh rather heavily.

## 6.5 Attitude scales and feelings about staying on at school

The relationships between the attitude scales and feelings about leaving school are as follows:

	Scales which are:	
	Positively related	Negatively related
Wanted to stay on	Liking school	Need for financial security
	Interest in a career	Interest in early marriage
	Self-assessment of school performance	Interest in boys
	Competitiveness (slightly)	Interest in having children (slightly)
	Rejection of female role	

Undecided (still at school)	Self-assessment of school performance Competitiveness Rejection of female role	Liking school Interest in a career (slightly) Need for financial security Interest in early marriage Interest in boys Interest in having children
Undecided (already left)	Liking school Need for financial security Interest in early marriage Interest in boys Interest in having children (slightly)	Interest in a career (slightly) Self-assessment of school performance Competitiveness (slightly) Rejection of female role
Wanted to leave	Need for financial security Interest in early marriage Interest in having children	Liking school Interest in a career Self-assessment of school performance Competitiveness Rejection of female role Interest in boys (slightly)

#### 6.6 Other factors associated with leaving school or staying on.

A survey at one point in time cannot attempt to ascertain how girls' attitudes might have evolved. What could be done was to obtain some background information about parents and schools and relate this to attitudes to leaving school or staying on.

We first compare girls from different types of school.

Table 6.04 Attitudes towards leaving of girls from different types of school

	Total	Type of school		
		Modern	Compre- hensive	Grammar
<i>Total</i>	<i>1957</i>	<i>592</i>	<i>733</i>	<i>632</i>
	%	%	%	%
<i>Attitude to leaving school</i>				
Wanted to leave	30	38	30	22
Wanted to stay on	37	23	36	50
Undecided	30	29	33	28
Couldn't have stayed, no answer	3	10	1	-
Total	100	100	100	100

In spite of the fact that modern school girls had the most favourable attitudes to school and grammar school girls the least favourable, grammar school girls were most likely to want to stay on and modern school girls least likely.

Grammar school girls were most likely to do what they themselves wanted to do (Grammar 69%; Comprehensive 61%; Modern 55%). It was more common for modern school girls who wanted to stay on actually to leave (26%) than for grammar school girls who wanted to leave actually to stay on (9%).

The girls' impressions of what their parents and teachers thought they should do showed less variation between the three types of school than might have been expected. Even among grammar school girls, large proportions said that their parents did not mind what they did and that they did not know what their teachers thought.

Relatively few girls mentioned the wish to do what their friends did as a reason for wanting to leave or stay on but, predictably, modern school girls were most likely and grammar school girls least likely to say that most of their friends left at the end of the fifth form year. Grammar school girls were much more likely than girls from comprehensive schools to say that about half their friends left and half stayed on, perhaps because in grammar schools the more academic and less academic girls are more likely to be in the same forms and to be taking the same courses.

Since *interest in early marriage* and *interest in boys* were associated with wanting to leave school, we examined the relationship between scores on these scales and attendance at mixed or single sex schools. Overall, the girls who went to mixed schools tended to have slightly higher scores on both scales than girls who went to girls' schools and this was also true within comprehensive and modern schools. Within grammar schools, however, the girls who went to girls' schools showed slightly more interest in early marriage than those who went to mixed schools.

The girls' attitudes were related to their *parents' own school leaving age*. Table 6.05 shows that they were rather more clearly related to the mother's school leaving age than to the father's. While it was generally true that the longer the parents had been at school the more likely the daughters were to want to stay on, the small group of girls whose father and/or mother had left school before the age of fourteen did not fit the general pattern. These were mostly the daughters of immigrants, some of whom had never been to school at all, and they tended as a group to be rather more interested in staying on at school than the daughters of British parents who had left school as early as possible.

Table 6.05 Relationship between girls' feelings about leaving school or staying on and parents' school leaving ages

	Father's school leaving age:						
	13 or under	14 or 15†	15‡	16	17	18 or over	No answer
<i>Total</i>	59 %	1,215 %	142 %	276 %	111 %	126 %	28 No.
<i>The girls:-</i>							
Wanted to leave	29	34	23	27	23	14	8
Wanted to leave in some ways and in others to stay on	32	30	29	27	29	29	14
Wanted to stay on	36	32	44	43	46	56	5
"Couldn't have stayed on"/no answer	3	3	4	3	3	1	1

† Statutory school leaving age

‡ Above statutory school leaving age



Table 6.05 continued

	Mother's school leaving age:						
	13 or under	14 or 15†	15‡	16	17	18 or over	No answer
<i>Total</i>	67	1,202	169	307	115	81	16
	%	%	%	%	%	%	No.
<i>The girl:-</i>							
Wanted to leave	25	35	25	25	18	9	5
Wanted to leave in some ways and in others to stay on	24	32	29	26	24	33	5
Wanted to stay on	45	30	41	47	56	57	3
"Couldn't have stayed on"/no answer	6	3	5	2	2	1	3

† Statutory school leaving age

‡ Above statutory school leaving age

The type of school attended was also related to parents' school leaving age. The proportion attending grammar schools increased steadily and the proportion attending modern schools decreased the higher the parents' school leaving age. 53% of the girls whose fathers left at eighteen or over and 48% of girls whose mothers left at that age went to grammar schools compared with only 28% of those whose fathers, and the same proportion of those whose mothers, left at the statutory leaving age. Within each type of school, however, girls' attitudes were still related to the age at which their parents left school, thus indicating that the two factors to some extent operate independently in influencing attitudes.

The father's occupation and the age at which he left school were closely related and the higher the rating of his occupation by the Registrar General's socio-economic classification, the more likely the girl was to want to stay at school. Few fathers who had stayed on at school were in the lower-status occupations and for this reason it was impossible to see clearly whether or not the father's occupation and his school leaving age were both related independently to the daughter's attitudes. On the whole, it looks as though both factors do contribute. Girls whose fathers had stayed on at school after the statutory leaving age and also had professional or intermediate jobs were the group most likely to want to stay at school. On the other hand, the two factors probably interact for there is no clear relationship between the father's job and the girl's attitude if the father left school as early as possible.

Although the girls' attitudes were closely related to their mothers' school leaving age, there was no difference in attitude between girls whose mothers went out to work and those whose mothers did not. Nor did attitudes vary with the mother's work history at different periods in the girl's life, that is, with whether or not she had worked when the girl was under five, five to ten, or at any time after she was eleven. Most of the mothers had worked at some time and the girl's attitudes were related to the

status of her mother's first full-time job which, in turn, was closely related to her school leaving age. Among girls whose mothers were working at the time of the interview, the daughters of women with intermediate occupations<sup>1</sup> were more likely to want to stay on at school than the daughters of those in lower status occupations.

No relationship was found between the girl's attitudes and family size or her position in the family.

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<sup>1</sup> Only two of the mothers had professional jobs.

## 7. Education after the fifth form

### 7.1 Summary

Remaining in full-time education, particularly at school, is closely associated with the type of school attended and with ability. However, one-fifth of the girls in the two highest ability groups had given up full-time education and 12% of this very able group were not attending any classes at all.

Another indication of the educational wastage occurring among very bright girls is that 22% of those in the top 30% for ability did not expect to take any qualifications beyond O levels and the same proportion did not expect to go beyond A levels.

It seems possible that the idea that education should be primarily concerned with preparing people for the jobs they are going to do may account, in part, for this wastage. This conception appears, in one form or another, in many parts of the findings.

Girls still at school were much less likely to be taking purely vocational courses than were those who were taking other forms of full-time education. Three-quarters of the girls still at school expected to continue taking examinations until they were aged 20 or more, but others in full-time education expected to finish sooner, mainly because they believed the qualifications obtained by then would be adequate for the job: they intended to do.

Official statistics show that girls are less likely to be given day release than are boys. Although we were not able to cover this topic in detail, the comments made by the girls suggest that many who are not on release courses would be interested in them and that those taking release courses are pleased to be doing so.

### 7.2 Type of education

The type of education being received at the time of interview is one of the items comprising the educational aspiration scale.

Details are given in table 7.01.

Although the percentage receiving full-time education rises sharply with ability, one-fifth of the girls in the two highest groups were not receiving full-time education and one-eighth were receiving no education at all.

65% of girls still at school but only 26% of those taking other forms of full-time education expected to continue with full-time education after leaving school or after completing the course they were taking. One-quarter of girls still at school and over two-thirds of the others definitely expected to go into a full-time job. Taking into account those who intended to take some part-time classes when they started a full-time job, 93% of girls still at school but only 60% of those taking other full-time education expected to continue their education.

Table 7.01 Type of education being received

	Total	Type of school attended in fifth form year			Ability group				
	Total	Modern	Compre- hensive	grammar	1 (high)	2	3	4	5 (low)
<i>Education</i>	%	%	%	%	%	%	%	%	%
Still at school	46	23	46	67	74	60	44	32	23
Full-time elsewhere	17	25	14	12	14	14	18	18	17
Part-time <sup>†</sup>	13	19	13	9	4	10	14	20	16
None	24	32	26	13	8	16	24	30	44
Total	100	100	100	100	100	100	100	100	100

<sup>†</sup> Includes 2% attending formal training at work only

‡ Girls who were not graded are excluded here but appear in the total

### 7.3 Reasons for not continuing education

37% of girls still at school and 42% of those in full-time education elsewhere gave as their reason for not continuing beyond the present stage that they would have no need for further qualifications. This seems to imply that they are mainly concerned with the vocational aspect. The percentage who said they would have had enough of examinations by then was much higher in the case of girls still at school (36%, compared with 14%). About 14% of both groups gave as their reason their desire to start work.

Girls who had finished education and did not intend to take further classes gave similar reasons. 41% said they had no need of further qualifications, 14% that they had had enough of examinations and study. Additionally, 18% said that it was too late to go to evening classes after work and 4% that their jobs were too demanding.

Just over one-fifth of the total sample had taken a course of some kind after the end of their fifth form year which they were no longer taking when they were interviewed. Nearly two-thirds of them had given up the course without completing it. Most of the girls who had been taking such courses were either still at school when they were interviewed (just over half of them) or were receiving no education at all (nearly one-third). The latter group had usually either returned to school in the autumn and left subsequently or started a full-time course at a college or further education or, less frequently, attended evening classes or training classes at work. The reasons given most frequently for giving up a course without completing it were boredom or lack of interest in the subject, finding it too difficult (a reason given very often by school girls who had dropped a subject), being too busy with other work, and criticisms of the teaching methods (the main reason given by girls who had dropped classes altogether by the time they were interviewed).

Girls who were not attending any classes, or none apart from training classes at work, were asked whether or not they had considered continuing their education in any way. Half of them said that they had thought of it and nearly four-fifths of these said that they were still considering it, most of them quite seriously. Girls who had

thought of taking further courses most frequently had commercial or secretarial courses in mind (53% of them) although about one-third were considering academic courses, GCE O level or A level, ONC or OND.

#### 7.4 Courses and examinations

The majority of girls who were continuing their education, 99% of full-timers and 88% of part-timers, were working for examinations, although many were also taking non-examination courses. Girls who were still at school were most likely to be taking academic courses, although full-timers at college were quite often taking GCE examinations. Table 7.02 gives details.

Table 7.02 Examination courses being taken at time of interview analysed by type of education and ability group.

	Total	Type of education†			Ability group‡				
		School	Full-time elsewhere	Part-time only	1 high	2	3	4	5 low
	1,957	903	329	263	185	363	799	385	198
	%				%	%	%	%	%
<i>Examinations¶</i>									
O level	44	66	56	28	46	47	44	44	32
A/O level	2	4	*	*	2	4	2	1	1
A level	39	78	16	4	75	58	38	23	10
S level	1	2	-	-	4	1	1	-	-
Commercial/ secretarial	20	15	43	46	13	19	21	23	22
CSE	7	15	*	*	3	4	8	9	9
ONC/OND	3	-	13	6	5	5	3	1	-
City and Guilds	3	*	12	5	1	1	3	4	3
	* less than .5%								

† Those not receiving any form of education are not shown as a separate column. They are included in the total and in the ability groups.

‡ Those not graded are not shown but are included in the total.

¶ 4% of the total are taking examination courses other than those shown. None amounts to more than 1% of the total.

#### 7.5 Qualifications sought

All the girls, whether they were taking any courses at the time of the interview or not, were asked whether or not they intended to take further examinations or qualifications in the future and, if so, which examinations. They were also asked at what age they expected to have finished with examinations. The examinations were ranked

according to the hierarchy shown in Table 7.03 and the highest examination each girl was aiming for was recorded.

Since our chief interest was in how high girls were aiming rather than in how successful they expected to be, the question was in terms of the examinations they expected to take rather than the qualifications they expected to get.

Table 7.03 Age at which girls expected to finish examinations and qualifications sought analysed by the education they were receiving at the time of the interview

	<i>Total</i>	Type of education:			
		School	Full-time elsewhere	Part-time only	None
		903	329	263	462
		%	%	%	%
<i>Age on finishing examinations:-</i>					
16/did not expect to take more		2	2	5	50
17		7	19	13	2
18		10	39	20	8
19		7	14	16	12
20		7	7	11	10
21		29	7	16	7
22		22	6	7	3
23 or over		15	5	9	5
Don't know/no answer		2	1	3	4
<i>Highest qualification sought</i>					
Degree/higher degree/ professional qualification <sup>†</sup>		37	5	2	*
Non-graduate teaching qualification		18	8	2	2
HNC/HND		7	4	5	4
Nursing qualification		5	5	17	7
GCE A or S level		17	26	11	4
College diploma/certificate (below C level)		2	12	3	5
GCE O or A/O level		13	38	41	50
Lower level qualifications		2	2	18	29

<sup>†</sup> If a girl was not expecting to take any further examinations, the highest qualification she had already was recorded.



The differences between the expectations of girls at school and those taking other forms of education are quite marked.

The qualifications which girls were seeking were closely related to their ability scores. Almost half of the girls in the top 10% for ability were aiming for degrees or higher degrees. On the other hand, the proportion of girls of well over average ability who were expecting to finish with relatively modest qualifications was very high. Only 56% of the girls in the top 30% for ability were expecting to take examinations above GCE A level and 22% of them were aiming no higher than O level.

## 7.6 Release courses

Evidence from official sources shows that girls are far less likely than boys to be given day release by their employers.

Only 19% of the girls with full-time jobs were taking release courses, most frequently commercial or secretarial courses or O levels. A few were taking Ordinary National, City and Guilds or A levels.

Half of the girls on release courses said that they were obliged by their employers to take the courses but the vast majority of these said that they would themselves have chosen to do so. Those who had chosen to take release courses although not obliged to usually had practical reasons such as wanting to get a better job or improve their promotion prospects or wanting to learn something useful in their work. They were seldom taking courses just out of interest or for social reasons, motives often mentioned by girls who were taking other part-time courses. Very few of them had any negative feelings about going to college on release and most of them said that their employers or supervisors were in favour of it.

Rather more than half of the girls on release courses said that their employers had specified the course they had to take, although most of them said that it was the course they would have chosen themselves. The vast majority of girls on release courses were well contented with what they were doing.

Girls who had jobs but were not taking release courses were asked whether or not they would be allowed time off to go to college if they wanted to. 40% believed that they would not. Less than one-third said that they would be allowed time off and the same proportion did not know. Over two-fifths of the girls who said that they would be allowed to take release courses said that they liked the idea.

Time did not permit a detailed investigation into release courses, but the limited information we obtained suggests that there is a demand among working girls which is not being met. Moreover, a large majority of the girls who were not taking release courses had the impression that they would not be allowed to do so or, at least, had been given no indication that they would. It may not be enough, however, for girls simply to know that their employers would allow them time off to go to college. The existence of quite a large group of girls who had this impression but were not taking release courses, although they showed interest in them, suggests that positive action from both Government and employers may be necessary to increase the extent of day release for girls.

## 7.7 Attitudes in relation to education after the fifth form

Attitude scales were related to education as follows.

	Positively	Negatively
Still at school	Liking school Interest in a career School performance Competitiveness (slightly) Rejection of female role	Need for financial security Interest in early marriage Interest in boys Interest in having children (slightly)
Other full-time education	Interest in a career Need for financial security Interest in early marriage (slightly) Interest in boys	Liking school School performance
Part-time education	Interest in a career Need for financial security Interest in early marriage (slightly) Interest in boys	Liking school (slightly) School performance
No further education	Need for financial security Interest in early marriage Interest in boys Interest in having children	Liking school Interest in a career Competitiveness Rejection of female role

It is worth noting the marked differences between the attitudes of those still at school and those in other forms of full-time education. The latter are more closely akin to those in part-time education and, though less markedly, to those receiving no further education, than to the girls who are still at school.

## 8 Jobs, careers, marriage and motherhood

### 8.1 Summary

Most girls expect to marry and to have children. Most of them see marriage and motherhood not as a full-time vocation but as an interruption of their working lives. On this basis it should be possible to persuade girls that skills and qualifications obtained early in life will not be wasted.

The range of jobs which the girls had already taken or were expecting to have eventually was narrow and largely confined to those which are either mainly carried out by women or which have opened their doors least reluctantly to women. Clerical or secretarial work and school teaching were easily the most popular choices. Apart from these, jobs of a "caring" or personal service type predominated.

The main criticism which the girls made of the careers advice given in the schools was, not surprisingly, that it did not cover a wide enough variety of occupations. Over a quarter of the sample said that they would have liked to know more about different kinds of work. Since girls who are not attracted to school teaching, nursing or welfare work evidently see few other prospects if they acquire high qualifications, it is scarcely surprising that many of them forgo further study and take jobs requiring lower qualifications.

In spite of the fairly widespread wish for a greater variety of opportunities most girls had distinctly positive attitudes towards work. Very few girls said that they would not work if they were financially independent or said that success in their jobs was unimportant. It would seem that this positive and serious attitude towards work could motivate more girls to carry their studies further if they saw an obvious connection between high qualifications and better vocational opportunities. Unfortunately, at present, with the limited opportunities open to women, the probable decrease in teacher training and recruitment and the publicised extent of graduate unemployment it must seem that higher educational qualifications do not necessarily bring better prospects.

On a scale designed to measure interest in success at work, modern school girls tended to have the highest scores and grammar school girls the lowest although, for the sample as a whole, high scores on this scale were usually associated with aiming for high qualifications. The greater interest of modern school girls in their careers may be related to a more vocational orientation in modern schools. Modern school girls seem to have been given more advice and information about jobs than girls from other types of school.

### 8.2 Girls in full-time work

Out of the 37% of girls not in full-time education the vast majority were in full-time work. 3% were still looking for jobs and a tiny group, mainly mothers or expectant mothers, did not expect to work in the near future.

The range of jobs was very narrow. Over three-fifths were doing clerical or secretarial work, another 10% were working in shops and another 9% were operating data processing machines. 5% were doing nursing work of some kind, mostly as cadet nurses. By the Registrar General's classification, nearly four-fifths of the girls were in skilled non-manual occupations, mostly office jobs, and one-tenth were in occupations classified as intermediate, such as nursing, laboratory work, library work, work with computers, design or the Civil Service. A few were in skilled or semi-skilled manual jobs, such as hairdressing, catering or working with animals.

Almost half the girls said that they liked their jobs "very much indeed". Only 2% actually disliked their jobs and a further 5% said that they did not like them very much. This finding corresponds very closely with that of other surveys. Probably in a time of relatively full employment it is not difficult to change one's job if it is really disliked.

Over three-fifths of these girls expected to continue in the same kind of work. One-fifth had definite plans to change to another type of work. As one would expect, the girls who planned to change their jobs tended to be less satisfied with the jobs they were in than those who intended to go on with the same kind of work. Only 9% of the girls who liked their jobs very much indeed were definitely planning to change them as against almost three-quarters of the small group who were discontented. The changes which these girls were planning were often from manual into non-manual occupations, usually office jobs.

28% of the girls who had found jobs or were looking for work said that they had had difficulty in finding suitable jobs, but only 9% said that it had been very difficult. The main problem, mentioned by three-fifths of the girls who had had difficulties, was their lack of qualifications. One-fifth were dissatisfied with the poor pay offered in the jobs they had been able to find. Other problems mentioned fairly frequently were the lack of attractive vacancies, having to wait a long time for the results of an application, lack of careers help from the Youth Employment Service, lack of encouragement or help from the school<sup>1</sup> and difficulty in deciding what to do.

### 8.3 Future work of non-working girls

Girls who were still at school or college and the few others who were not in full-time jobs were asked about their plans for work in the future. About one-third of them had definitely decided what they wanted to do. Just over one-third "had a good idea", and a quarter "just a vague idea". Only 8% said that they had no idea at all. Surprisingly perhaps, these proportions were almost identical within the group of girls who were still at school and within the group who had left, although the latter were more frequently pursuing obviously vocational courses of study.

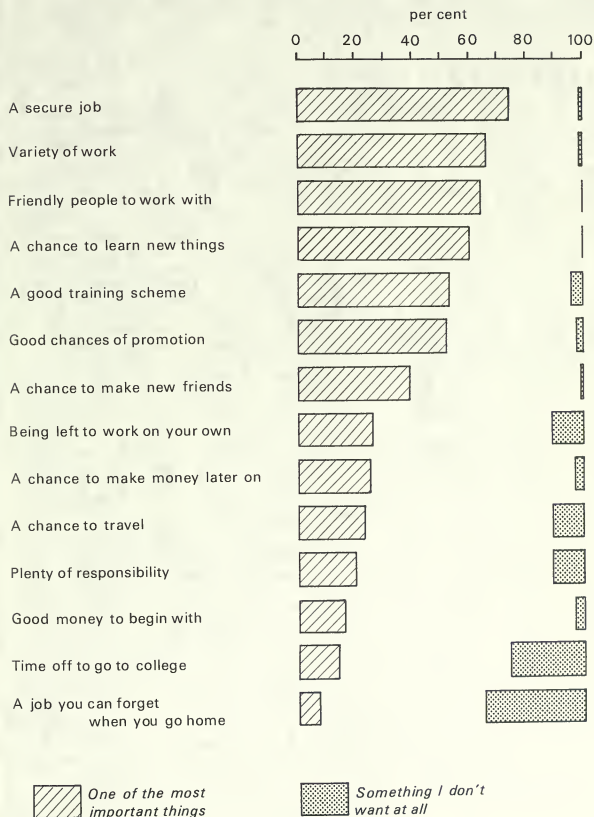
Girls who had at least a vague idea of what they wanted to do were asked what kind of job they would like. Although many of these girls were aiming for jobs of a higher socio-economic status than those taken by the girls who were already working, the range was still very narrow and largely confined to traditional female occupations. 25% were expecting to become school teachers but almost as

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<sup>1</sup> The help which girls had been given and how satisfied they were with it are dealt with in greater detail below.

Figure 8.01

# THE IMPORTANCE OF DIFFERENT FACTORS IN CHOICE OF A JOB





many wanted clerical or secretarial jobs. Nursing, welfare work and work with children accounted for a further 20%. 5% wanted to do hotel or catering work and 4% art or design work. 7% were intending to become doctors and a further 7% wanted to do scientific work or work with computers. The girls in the top 30% for ability were rather more likely to be aiming for teaching, medicine, science or computing than those with less ability but 18% of this very able group expected to do clerical or secretarial work.

#### 8.4 Attitudes towards work

Most girls had distinctly positive attitudes towards work. Moreover, this was not simply an interest in making money. Only 4% were in complete agreement, and a further 8% inclined to agree, with the statement: "If I didn't need the money I wouldn't go out to work at all". 47% rejected the statement completely and a further 31% were inclined to disagree. This statement produced a stronger and more unanimous response than any of the other statements offered to the girls for their reactions.

At the pilot stage, the girls were asked about the factors which they took into consideration in deciding what kind of work they wanted. The main factors which they mentioned were presented to the girls interviewed at the main stage and they were asked to rate each of them according to how important it was to them. Figure 8.01 shows, for the total sample, the proportions who rated each factor as "one of the most important things". The importance which girls attached to the security of the job is a little surprising because evidence from a number of sources indicates that young people (of both sexes) are more likely than older people to change jobs frequently. However, in our sample, girls from all types of school and all ability groups, whether they were already working or were still in full-time education, tended to think of security as one of the most important things. A possible explanation may be that security is one of the things which young people are looking for when they change jobs.

Taken overall, the girls tended to rate more highly the more serious aspects of a job (security, learning new things, training, promotion, etc) than the more social side (friendliness). The low ratings given to earning good money now or later on may be a further indication that most girls accept the idea that their husbands will provide the main part of the family income.

There were some differences in emphasis between girls who had already started work, and could therefore answer this question in relation to their actual experience of choosing a job and working in it, and non-working girls who had to think about it more abstractly. These differences were particularly marked in the cases of girls from comprehensive and grammar schools. Girls who were at work were more likely to rate highly security, promotion prospects, responsibility, good money to begin with. They were less likely to want variety or a chance to travel.

These differences may be due to the more realistic standpoint of the working girls or they may reflect real differences in values.

The difference in emphasis on promotion prospects between working and non-working grammar school girls is particularly striking. Grammar school girls who had started work showed more concern about promotion prospects than any other group while non-working grammar school girls, most of whom were still at school, were least likely to rate this factor as important. A recently published survey<sup>1</sup> shows that women teachers are less interested than men in promotion, which seems to confirm the evidence of the present survey that girls who aim for high qualifications are in some ways less materialistic than the less academic girls.

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<sup>1</sup> *Promotion and careers in teaching* by S Hilsum and K B Start. *NFER* 1974.



## 8.5 Careers, marriage and motherhood

Any long-term plans which a girl may have for her future must inevitably be coloured by whether or not she expects to marry and have children. Any plans she may have for a career must be influenced by or influence the extent to which she is prepared to let family commitments interrupt her working life.

The great majority of our sample were willing to make predictions about both their marriages and their careers.

A very few girls were already married, 4% were engaged, 29% said they definitely would get married. Only 3% said they definitely or probably would not marry. One-third expected to marry at age 20 or 21; two-fifths between 22 and 24 and one-sixth at 25 or older. Only 7% expected to marry before they were 20.

Over three-fifths of the sample said that they definitely wanted children and most of the remainder said that they probably would. 6% thought that they probably would not want them, 1% did not know and 1% did not expect to marry so were not asked the question. The most popular family size was two (51%), followed by three (23%) and four (17%). Only 3% wanted more than four children and only 2% wanted a single child.

Only 2% of the girls who thought that they might marry wanted to give up work as soon as they married although 12% said that they would prefer part-time work. On the other hand, only 1% wanted to continue with full-time work and 13% with part-time work when their children "were little".

29% of the girls who expected to give up work while they were bringing up their children said that they would definitely want to go back to work after and 60% said that they probably would. All in all, only 9% of the sample were looking forward to giving up work altogether after marriage or after having children.

A survey carried out in 1965<sup>1</sup> showed nearly three-quarters of girls aged 16 and over in full-time education intended to continue working after marriage and that nearly four-fifths of single women aged under 40 would continue to work if they got married. It also showed that about three-fifths of mothers of children under 16 were either working or likely to return to work. It seems, therefore, that the post-war tendency for women to combine marriage and motherhood with a career has, if anything, increased. It is therefore increasingly important to encourage girls to equip themselves with the qualifications and skills needed for satisfactory jobs.

For the girls in our sample, "having a career" did not imply that dedication to work usually attributed to "career girls" (it is doubtful whether most men have this dedication).

Vocational ambition, in the limited sense of being successful in one's job, is evidently distinct from educational aspiration, although the factors were found to be closely related. However, vocational ambition was not related to school type or ability in the same way as was educational aspiration.

Grammar school girls and girls of high ability were, as one would expect, likely to be aiming for the highest qualifications. Girls from modern schools, however, tended to have the highest scores for interest in a career - although the differences were small - and girls from grammar schools the lowest. Moreover, girls of very high ability as well as those with least ability tended to be

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<sup>1</sup> A survey of women's employment by Audrey Hunt. HMSO 1968.

relatively uninterested in their careers. Within modern schools, the more able girls did, on average, show greater interest than the less able but this was not so within comprehensive and grammar schools.

## 8.6 Careers help

We asked a number of questions about what facilities there were at school for careers guidance, what help the girls had had and how satisfied they were with it.

84% of the sample said that there was a particular teacher in the school with a responsibility for helping people with what they wanted to do when they left school. Only 58%, however, said that they personally had had a talk with the careers teacher or another teacher about what they would do and only 49% had had such a talk in private rather than in a class or group.

91% of grammar school girls said that they had a special careers teacher as against 81% of comprehensive school girls and 79% of modern school girls. On the other hand, modern school girls were as likely as grammar school girls to have had a talk with a teacher about their careers and were more likely to have done so than girls from comprehensive schools. Grammar school girls were rather more likely than modern school girls to have seen a teacher in private (Grammar : 55%; Comprehensive : 43%; Modern : 51%). Girls who had left school were not, as one might suppose, more likely to have had a careers talk than girls who were still at school and therefore still had an opportunity to do so. On the contrary, girls who stayed on at school were generally somewhat more likely to have talked things over with their teachers and, in particular, they were more likely to have had a private discussion.

The girls were asked whether or not they had had any advice, practical help or information from school which had helped them, either in setting about achieving what they wanted to do when they left school or in making up their minds what to do. Modern school girls were most likely to say that they had (Modern : 57%; Grammar : 46%; Comprehensive : 41%). The kind of help which they had been given most frequently was information about various jobs and what they involve, including talks, films, visits, pamphlets, careers conventions and careers lessons. 27% of the sample said that they had been helped in this way. 12% said that they had been given helpful information about further or higher education and 10% said that they had been advised to take further education of some kind. Only 5% had had specific jobs or careers suggested to them and guidance on how to decide what to do seems to have been virtually non-existent, at least according to the girls' accounts of the help they had been given. Modern school girls were most likely to have been told about different jobs. This was not merely because more modern school girls went straight into work after the fifth form year. Over the sample as a whole, girls who had stayed on at school were more likely to have been given this kind of information than those who had started work. Of the full-time workers in the sample, 36% of those who came from modern schools had been told about various jobs as against only 20% of comprehensive school girls and 17% of grammar school girls. It seems likely that modern schools are more vocationally orientated than other types of school and this may account for the rather greater interest of modern school girls in their careers.

Grammar school girls were most critical of the help they had received. 49% of modern school girls said that they had had as much help as they needed, but only 34% of grammar school girls and 39% of comprehensive school girls were quite satisfied. 30% of grammar school girls said that they would have liked a lot more help, as against 24% of comprehensive school girls and only 17% of modern school girls. The groups who were most likely to say that they would have liked

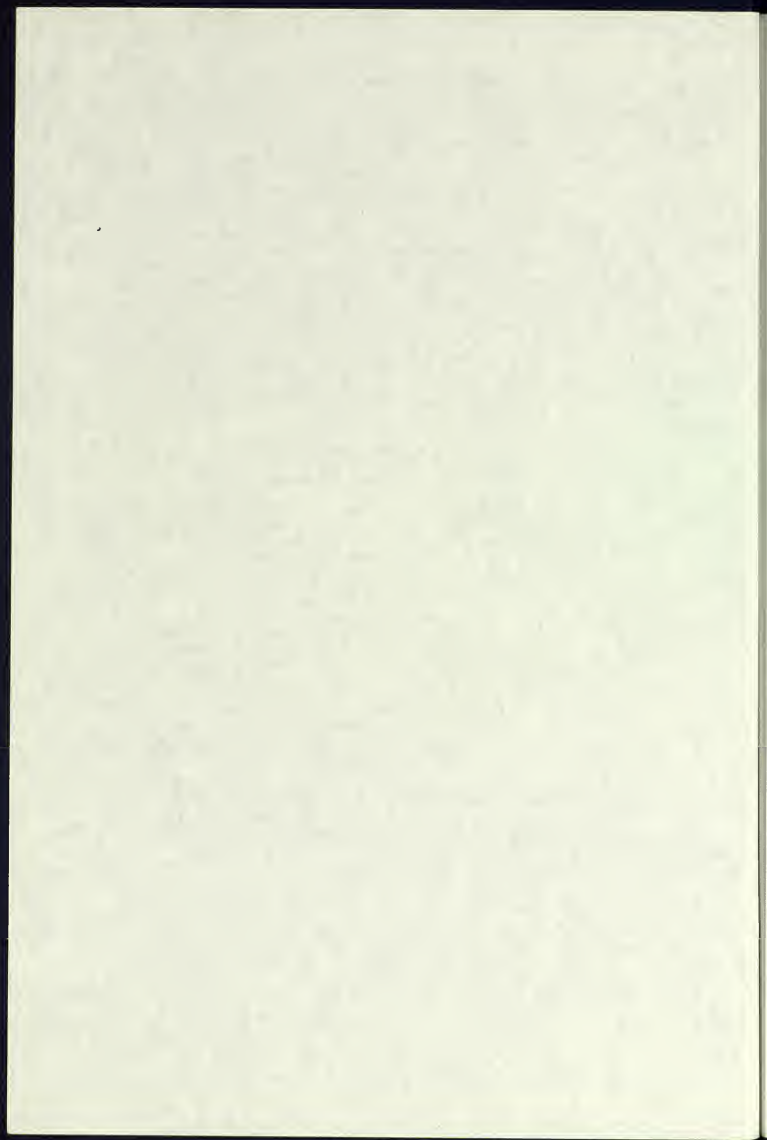
a lot more help were grammar school girls who had either left school for other full-time education (39%) or had given up full-time education altogether (37%) and comprehensive school girls who had gone on to other full-time education (27%).

60% of the total sample said that they would have liked "a bit" or "a lot" more help. The main complaint, made by 45% of these girls (27% of the total sample) was that they had not been told enough about a sufficiently wide variety of jobs and careers. Considering the narrow range of jobs which the girls had taken or expected to take, their dissatisfaction seems well justified. Possibly careers teachers, with limited time and resources, may be able to do little to improve matters. Although real obstacles may stand in the way of girls who would like to break away from the traditional female occupations, it is unfortunate that the information which the girls are given should be largely confined to these occupations which they could probably find out about from other sources easily enough. At the pilot stage we were able to talk to girls in greater detail about the adequacy of the careers help they had been given and a number of them commented on the dampening effect of "hearing about the same old jobs all the time". A fairly common attitude, especially among girls who were not interested in scholarship for its own sake, was that there is no point in taking A levels unless you want to be a school teacher. For many girls the typing pool is more appealing than the classroom and unless they see alternative rewards for further study it is understandable that many should settle for commercial qualifications and earning money as soon as possible.

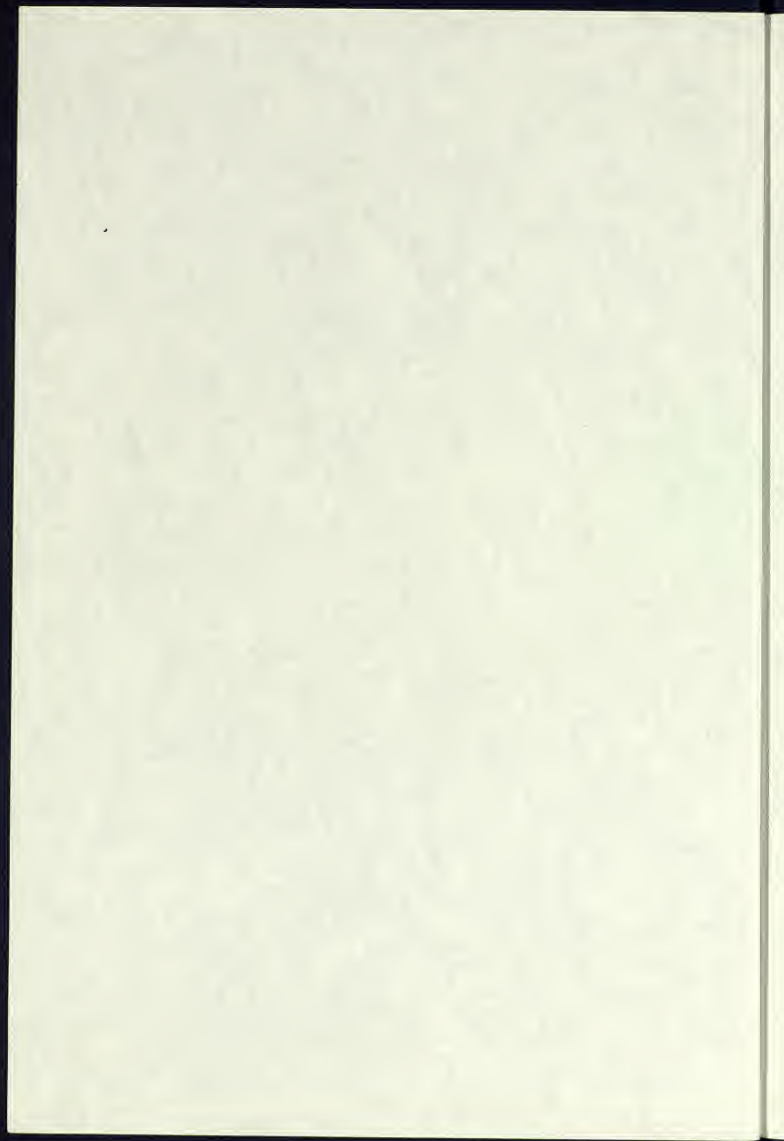
Over one-fifth of the girls who would have liked more help said that they would have liked more visits from people in firms and colleges. 16% of those who wanted more help felt that they had not been told enough about colleges, what courses were available and what they involved. Other suggestions made quite frequently were that there should be more opportunity for girls to get personal advice rather than just the general information given to everybody, that they would have liked to make more visits to places of employment to see what it would be like to work there, that they would have liked to know more about what subjects or qualifications were necessary for various jobs or courses and that they should have been given advice and information at an earlier stage.

Although the majority of girls said that it was easy to get help from their teachers, well over one-third said that it was "a bit difficult" and grammar school girls were rather more likely to say this than modern or comprehensive school girls. The main difficulties the girls mentioned were that the teachers were too busy, that they did not know enough themselves, and that they were not sufficiently interested. Grammar school girls who had left school were particularly likely to feel that it had been difficult to get help from the teachers, because they were too busy or uninterested, and these girls said quite often that the teachers were only interested in "brainy" pupils or those who were staying on.

Satisfaction seems to be related to conformity with the usual career pattern in the school. In modern schools it was the high-flyers who were hoping to take A levels or higher qualifications who were least satisfied whereas in grammar schools there was greatest dissatisfaction among girls with relatively modest aspirations. This is not a surprising finding. It is to be hoped that current educational changes will widen the scope of careers advice given to girls of all ability levels.



## Appendices





# Appendix 1 Technical sampling report

by Eileen Goddard (Sampling Branch, OPCS)

## 1. Sample requirements

The survey required a sample of girls who had completed the fifth form year at a maintained secondary school at the end of the academic year 1970-71, regardless of whether or not they subsequently left school. The survey was confined to schools in England and Wales.

A two stage, multi-stratified sample design was used. At the first stage, a sample was taken of all maintained secondary schools in England and Wales which contained the population covered by the survey. At the second stage, a sample was taken of girls who had completed their fifth form year, or its equivalent. The sample of girls was selected in such a way that probabilities of selection were equal for all members of the population.

## 2. Sample size

The achieved sample needed to be large enough to allow analysis by the three main types of school (Modern, Grammar, and Comprehensive) and by whether or not a girl had left school at the end of the fifth form year. It was also desirable that the sample should be correctly distributed by region, although the numbers would be insufficient for regional analysis.

It was decided that an achieved sample of 2,000 would be sufficient, and since a response rate of approximately 85% was envisaged, the sample size was set at 2,350 girls. It was estimated that a sample of 2000 would break down as shown in Table 1<sup>1</sup>

Table 1 Estimated distribution of sample

Type of school	Leavers at end of V form	Stayers at end of V form	TOTAL
Modern	560	90	650
Grammar	215	435	650
Technical	25	25	50
Comprehensive	235	285	520
Other schools*	90	40	130
TOTAL	1,125	875	2,000

\* includes bilateral schools

1 Source: Department of Education and Science (DES), Digest of Statistics, volume 1, 1968 and 1969.

### 3. Sample design

After consideration of alternative methods of selecting schools, it was decided to group them into size strata, and select a sample of schools using sampling fractions which differed between strata but were uniform within each stratum. This method was sufficiently flexible to allow the stratum boundaries to be defined to give an acceptable range of quota sizes for allocation to interviewers. In addition, sampling fractions could be adjusted slightly, to simplify the procedure for sampling girls from class registers in selected schools.

### 4. The sampling frame

The set sample size was 2,350 girls, and it was decided to draw the sample from 100 schools, which would be sufficient to give a good distribution of the sample by region and by type of school. The optimum range of quota sizes was set at between 20 and 29 interviews.

In order to draw a sample of schools, a measure of size had to be obtained for each maintained secondary school likely to contain the population. The population was girls who completed their fifth form year, and it was desirable that the measure of size should be as closely related to this as possible.

Limitations were imposed by the availability of information from the Department of Education and Science (DES), the only source of detailed information for schools. The closest approximation to the population for which information could be supplied for each school was the number of girls aged 15 years on 1 September 1969. The information was thus one year out of date, and did not precisely match the population, in that not all fifth form girls are aged 15.

DES provided a printout showing, for each school,

- (i) its code number
- (ii) type of school
- (iii) whether boys only<sup>1</sup>, girls only, or mixed
- (iv) number of girls aged 15 on 1 September 1969. This will hereafter be referred to as the size of the school.

Size of school varied from one to over 200, and it was felt that if all schools were included in the sampling frame, a disproportionate amount of effort would be put into obtaining a relatively small proportion of the sample. It was therefore decided to eliminate from the frame all schools falling below a certain size. This minimum size for inclusion in the frame was determined by considering the distribution of schools by size.

With a cut-off point of 15, 23% of all schools would be excluded. These schools contained only 5% of all girls, but 15% of girls in secondary modern schools. It was felt that it would bias the sample to exclude so large a proportion of an important sub-group within the population. A minimum size of 10 was therefore considered. This minimum size excluded 13% of schools, but less than 2% of all girls. 5% of girls in secondary modern schools were excluded, and this was considered acceptable.

Thus the population from which the sample was drawn was approximately 153,000 girls aged 15 on 1 September 1969, in 3,502 maintained secondary schools. In addition to the sample for the main stage of the survey, which was to be drawn from 100 schools, small samples were required for pilot work. It was decided to select one first stage sample of 112 schools, and subsample from those for the pilot stage of the survey. A total sample of about 2,550 girls in 112 schools was required, thus the overall

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<sup>1</sup> In classifying a school as boys only or girls only, relatively small numbers of the opposite sex are ignored.

$$\text{sampling fraction was: } F = \frac{2550}{153,000} = \frac{1}{60}$$

The range of quota sizes was determined at 20-29, except for those schools with less than 20 girls aged 15.

Table 2 shows the size strata which were formed, the probabilities of selection at each stage, and the sample of schools which resulted from the selection.

Table 2 Probabilities of selection of the sample

Size stratum	Total schools	Overall probability of selection	Probability of selection of a school	Probability of selection within a school	Selected schools	Quota sizes
10-19	845	1/60	1/60	1/1	14	10-19
20-29	670	1/60	1/60	1/1	11	20-29
30-44	678	1/60	1/40	1/1.5	17	20-29
45-65	597	1/60	1/24	1/2.5	25	18-26
66-96	458	1/60	1/20	1/3	23	22-32
97-141	217	1/60	1/12	1/5	18	19-28
142-204	37	1/60	1/8.6	1/7	4	21-29

The range of quota sizes shown in the right hand column varies from the optimum range of 20-29. This is because it was necessary in some strata to adjust the probabilities of selection at each stage, to give sampling fractions within schools which an interviewer not experienced in sampling would be able to cope with.

##### 5. Stratification and selection of schools

The information supplied by DES for each school was put on punched cards, which were then sorted into the different size strata. Within size strata, schools were further stratified by type of school and sex of school. Within each sub-stratum they were listed in Local Education Authority code order.

Six samples of 112 schools were then selected systematically, and with replacement, according to the probabilities of selection within each of the size strata. The reason for selecting six samples was a purely practical one; another survey was being carried out at the same time, which overlapped this enquiry in terms of the population covered. It was taking place in London and Birmingham only, in a considerable proportion of the schools in those areas. It was felt that if the same schools, and possibly the same pupils were approached on both surveys, this might prejudice the response rate for either survey.

Six samples were therefore selected, and the one was chosen which overlapped least with the other survey. This was not an ideal method of selecting the sample, but it was necessary because of the special circumstances.

A subsample of 12 schools was selected at random for the pilot enquiry. The remaining 100 were distributed as follows by size stratum, type of school, and sex of school.

Table 3 Distribution of the sample of schools

Size Stratum	Modern			Grammar			Technical			Comprehensive			Other			Total		
	G	M	Tot	G	M	Tot	G	M	Tot	G	M	Tot	G	M	Tot	G	M	Tot
10-29	3	13	<u>16</u>							1	4	<u>5</u>	1	<u>1</u>	4	18	<u>22</u>	
30-44	2	4	<u>6</u>		2	<u>2</u>					3	<u>3</u>	2	<u>2</u>	2	11	<u>13</u>	
45-65	3	3	<u>6</u>	2	6	<u>8</u>					7	<u>7</u>	2	<u>2</u>	5	18	<u>23</u>	
66-96	2		<u>2</u>	8	3	<u>11</u>	1		<u>1</u>	6	<u>6</u>	1		<u>1</u>	12	9	<u>21</u>	
97-141				9		<u>9</u>		1		3	4	<u>7</u>				12	5	<u>17</u>
142-204										2	1	<u>3</u>	1		<u>1</u>	3	1	<u>4</u>
TOTAL	10	20	<u>30</u>	19	11	<u>30</u>	1	1	<u>2</u>	6	25	<u>31</u>	2	5	<u>7</u>	38	62	<u>100</u>

#### 6. Selection of girls

Chief Education Officers in the Local Education Authorities containing selected schools were contacted, and all gave permission for OPCS to approach the selected schools in their area. Head Teachers were then contacted, and 97 schools agreed to cooperate. They gave permission for Social Survey interviewers to draw a sample from the relevant school records, of girls who completed their fifth year in 1971.

Interviewers were asked to record the name and address of each of the girls they selected. They were asked to exclude two categories of girl from the sample.

- i. any who were repeating their year in the fifth form
- ii. any who left school at Easter or earlier.

It was decided to include girls who left school during the summer term since many leave immediately after they have taken examinations.

When the samples were returned to the office it became evident that sample sizes were in many cases considerably different from what had been expected, although some variation had been anticipated, since the information on which the sample design was based did not precisely cover the population for the survey.

The sample had been designed to give, in the majority of cases, quotas of between 20 and 29 interviews, although this had been adjusted in some cases to produce an easy sampling fraction for interviewer use. In addition, some quotas were expected of between 10 and 19 interviews, from the smaller schools in the sample. The table below shows expected and actual quota sizes.

Table 4 Expected and actual quota sizes

Quota size	Expected number of schools	Actual number of schools
0 - 9	0	5
10 - 19	17	33
20 - 29	74	46
30 or more	6	13

It can be seen from this table that quota sizes varied far more than had been expected. In 51 schools, quotas were less than expected, and in 43 schools greater than expected.

It was felt that this difficulty in predicting quota sizes was very relevant to future education surveys which might also be using DES information as a basis for drawing samples. A simple correlation was carried out on expected and achieved sample sizes. The correlation gave an  $r^2$  of 0.25, which indicated only a weak relationship between expected and actual quota sizes.

Because quotas were, in the majority of cases, smaller than had been expected, the sample size was less than had been envisaged. Distribution of the set sample by type of school and sex of school is shown in the table below.

Table 5 Distribution of set sample of girls

Type of school	Sex of school		Total
	Girls	Mixed	
Modern	250	357	607
Grammar	443	261	704
Technical		23	23
Comprehensive	126	524	650
Other	26	123	149
TOTAL	845	1,288	2,133

## 7. The achieved sample

Of the 100 schools selected, 97 agreed to co-operate. Interviews were obtained from 1,957 of the set sample of 2,133 girls, giving an overall response rate of 92%. Table 6 gives the reasons for non-response.

Table 6 Reasons for non-response

Set sample		2,133	
Ineligible <sup>†</sup>	26	1%	
Refused	90	4%	
Non-contacts:-	(60)	(3%)	
a. Moved - no trace	40	2%	
b. Dead/emigrated	4	*	
c. Moved - no interviewer available in new area	5	*	
d. Out at all calls	11	1%	
Interviewed	1,957	92%	
* = less than 0.5%			

<sup>†</sup>These girls turned out to have left school before beginning of the summer term although their names were still on the class register.

According to the original records, the distribution of the achieved sample of girls was as follows.

Table 7 Distribution of achieved sample

Type of school	Sex of school		Total	Estimated Distribution*
	Girls	Mixed		
Modern	224	322	546	630
Grammar	417	242	659	660
Technical		20	20	50
Comprehensive	119	480	599	530
Other	23	110	133	130
TOTAL	784	1,174	1,957	2,000

\*The estimated sample size by type of school has been taken from Table 1, and adjusted to allow for the exclusion of schools containing less than 10 girls aged 15 years.

Since the DES have produced no statistics based on numbers of pupils in the fifth form, it was difficult to ascertain whether the distribution of girls in the achieved sample was similar to that in the population as a whole. Thus the only comparison which could be made was between the achieved sample and the above estimate.

The sample appears to under-represent girls from secondary modern and technical schools, and over-represent those in comprehensive schools. This discrepancy can, however, be accounted for; the estimated distribution was based on data for the school year 1968-9, and since that time, the number of comprehensive schools has increased, with simultaneous decrease in other types of school, and, in particular in secondary modern schools (but see following paragraph).



## 8 Type of school attended

We have said that table 7 is based on the original records. During the interview girls were asked: "Was \_\_\_\_\_ school a secondary modern school, technical school, grammar school, comprehensive school, other?" (question 39). On occasion the answers given differed among girls from the same school or from the original description. In such cases the school itself was contacted and the description given by it was accepted. As a result the figures used in the report as a whole differ from those in table 7. The figures used are as follows:

Modern	592
Comprehensive (including bilateral)	733
Grammar	632

A number of other questions depended on the answer to question 39, which was therefore taken as the standard.

## Appendix II Development of scales

### L. Attitude and interest scales

At the second stage of the pilot study, a structured questionnaire was used from which the questionnaire used at the main stage was developed. A product - moment correlation matrix of selected items from the questionnaire was produced and, by means of a McQuitty elementary linkage analysis<sup>1</sup>, these variables were sorted into clusters such that each cluster contained items which were more highly correlated among themselves than with items in other clusters. By this means questions were selected for inclusion in the main questionnaire which would be likely to group themselves in this way and by the combination of which reliable composite scales could be developed to measure attitudes and interests relevant to the subject of the enquiry. This early analysis gave a fairly clear indication of the groupings of questions which we could expect to emerge in the analysis of the main survey even though the questions asked at the main stage were not always identical to those asked at the pilot stage. At the main stage, therefore, we were able to pick out those questions which we expected to be useful in the development of scales measuring the girl's attitude towards school, her education and her career and other aspects of her personality, interests and wishes for the future.

By means of factor analysis, groups of relatively highly intercorrelated items from the main questionnaire were identified and scales made up of variables from each group were tested for reliability by the use of Cronbach's  $\alpha$ , as described by McKennell<sup>2</sup>. That combination of variables from each group which gave the highest value of  $\alpha$  was selected and a value of over 0.5 was accepted as indicating sufficient reliability.

The scales were constructed by dichotomising each of their constituent items so that as nearly as possible 50% of the distribution fell above and 50% below the dividing point. For each item a score of 1 or 0 was given according to which "half" of the distribution the response fell into. The maximum score for each scale depended therefore upon the number of items which went to make up the scale. The scores quoted in the text, however, are standardised scores. That is, they have been converted so that each scale measures the number of standard deviations above or below the mean for the distribution of each individual score. This makes it possible to compare scores on different scales.

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1 McQuitty, L.L. *Elementary linkage analysis for isolating orthogonal and oblique types and typal relevancies*. Educ. Psychol. Measurmt., 17, 1957

2 McKennell, A.C. *Use of coefficient Alpha in constructing attitude and similar scales*. MI39 in the *Methodological Series of the Social Survey Division of the Office of Population Censuses and Surveys*, 1968

The formula used was that given by McKennell:

$$\alpha = \frac{n\bar{r}}{1 + (n-1)\bar{r}}$$

where  $n$  = the number of items in the scale and  $r$  = the mean intercorrelation between them

The composition of each of the scales used in the analysis is shown below together with the frequency of positive responses to each item and the distribution of the sample for total scale score. The value of  $\alpha$  for each scale is given.

Name given to scale	Items in scale	Responses given score of 1	Frequency of score 1	Frequency of each score on total scale	
Interest in a career	Ideal self:				
	Keen on successful career	Very	73%	0....5%	
	Probably successful in job	Very	83%	1....6%	
	Good at school work	Very	73%	2....9%	
	Interested in school work	Very	50%	3....14%	$\alpha = .73$
	Self-image:			4....19%	
	Keen on successful career	Very	52%	5....24%	
	Probably successful in job	Very/fairly		6....23%	
Liking	Q12a Overall liking of school	Very much/on the whole	76%		
	Q12c How much trouble	Less than most people	43%	0....4%	
	Q12g Feelings about exams	Didn't really mind	33%	1....10%	
	Q12h Feelings about being treated like child	Didn't mind or didn't think she was		2....13%	
	Self-image:			3....17%	$\alpha = .67$
	Interested in school work	Very/fairly	64%	4....21%	
	Q64E "Things taught at school nothing to do with life..."	Agree completely/inc-	63%	5....18%	
	Q64I "School too geared to exams"	lined to/ neither	40%	6....12%	
				7....4%	
			48%		
Assessment of school performance	Q11 How well she did	As well as she could	30%		
	Q12b How well she got on in lessons	Better than most people	13%	0....34%	
	Q12d How hard she worked	As hard as she could	29%	1....29%	
	Self-image:			2....20%	
	Good at school work	Very/fairly	51%	3....12%	$\alpha = .65$
				4....4%	

Name given to scale	Items in scale	Responses given score of 1	Frequency of score 1	Frequency of each score on total scale	
Need for financial security	Q58A Importance of earning good money to begin with	One of most important things/important	57%	0....5%	$\alpha = .60$
	Q58B Importance of money later on	One of most important things/important	72%	1....9%	
	Q58D Importance of promotion	One of most important things	52%	2....16%	
	Q58K Importance of secure job	One of most important things	74%	3....23%	
	Q64A "I want to earn as much as I can..."	Agree completely/inc-lined to	66%	4....27%	
Competitiveness	Self-image:			5....21%	
	Tries to do things better than others	Very/fairly	37%		
	Ideal self:			0....34%	
	Tries to do things better than others	Very/fairly	43%	1....30%	$\alpha = .58$
	Q64G "I hate not being able to do as well as others"	Agree completely/inc-lined to	35%	2....22%	
				3....14%	
Interest in having children	Self-image:				
	Keen on having children	Very/fairly	62%		
	Ideal self:			0....13%	
	Keen on having children	Very/fairly	60%	1....14%	
	Q71&72 Wanting children	Definitely wants/has already	61%	2....13%	
	Q73 Ideal number	3 or more	42%	3....17%	
	Q64P "Looking after family more satisfying than career"	Agree completely/inc-lined to/neither	58%	4....24%	$\alpha = .79$
Interest in boys				5....19%	
	Self-image:				
	Keen on boys	Very/fairly	56%	0....23%	
	Interested in clothes	Very	77%	1....15%	
	Ideal self:			2....27%	$\alpha = .72$
	Keen on boys	Very/fairly	48%	3....13%	
	Interested in clothes	Very	73%	4....22%	

Name given to scale	Items in scale	Responses given score of 1	Frequency of score 1	Frequency of each score on total scale	
Interest in early marriage	Self-image: Would like to marry young	Very/fairly/average	48%		
	Ideal self: Would like to marry young	Very/fairly/average	51%	0....19%	
	A68&68ai Steady boyfriend	Married†/engaged/steady boyfriend	46%	1....21%	
		Definitely will/already married†	30%	2....18%	$\alpha = .73$
	Q68&70 Expects to marry			3....17%	
	Q70a Age at which she would like to marry	21 or younger	40%	4....14%	
Rejection of traditional female	Q64F "Men shouldn't be expected to take orders from women.."	Disagree completely/inclined to	59%	5....11%	
	Q64H Role reversal all right	Agree completely/inclined to/neither	47%	2....16%	
	Q64L "Qualifications more important for boy"	Disagree completely/inclined to/neither	53%	3....22%	$\alpha = .59$
	Q64N "Marriages best if husband more intelligent"	Disagree completely/inclined to	54%	4....20%	
	Q64R "I'd like my husband to be the boss"	Disagree completely/inclined to/neither	45%	5....14%	
	Self-image: Like to change things	Very/fairly	39%	6....8%	
	Ideal self: Like to change things	Very/fairly	45%	7....5%	
	Q55 Wanting more help	Would have liked a lot/a bit more	60%		
	Q56 Difficulty of getting help from teachers	A bit difficult	36%	0....26%	
	Q64Q "Help at school for people who know what they want to do.."	Agree completely/inc-lined to	51%	1....24%	$\alpha = .57$
Dissatisfaction with careers help				2....27%	
				3....23%	

† Only eight girls in the sample were married already

## 2. Standardised scores

Scores are standardised according to the formula:-

$$z \text{ (the standard score)} = \frac{X_1 - \bar{X}}{S_x}, \quad \text{where } X_1 = \text{an individual score,}$$

$\bar{X}$  = the mean of the scores  
for the total sample, and

$S_x$  = the standard deviation  
from that mean.

By standardising the scores on composite scales we convert the scales so that the sample mean for each scale is equal to 0 and the units of the scale are standard deviations. This makes it possible to compare scores on different scales which were of different lengths originally and had different sample distributions.

## 3. The criterion of educational aspiration as related to ability

A major object of the survey was to compare the background, opinions and attitudes of girls with low, average and high educational aspirations in relation to their scores on the AH4 test of ability. Factor analysis clearly pointed to the existence of a cluster of items relating to the girls' educational or academic aspirations which was distinct from the cluster of questions relating to their vocational ambitions.

The scale of educational aspiration which gave the highest value for  $\alpha$  (.82) consisted of three items only, the type of education the girl was receiving at the time of the interview - whether full-time, part-time or none at all, what her attitude towards leaving school or staying on had been at the end of her fifth form year, and the highest qualification she expected to take by the time she had finished with examinations. A scale constructed from these three items dichotomised at their medians in the manner described above did not give a very fine discrimination among girls of high ability so the scale was lengthened as shown below.

The score on this scale was regressed on the AH4 score so that the regression line provided a norm of aspiration for different levels of ability in this sample. The residual, or distance of the individual score from the regression line, provided a measure of each girl's deviation from the norm, in the direction of higher or lower educational aspiration than the average for her ability. The sample was then divided into three equal groups according to the size and direction of the residuals, those with the highest positive deviations being the high educational aspirers, those with the highest negative deviations the low aspirers and the group in the middle the average aspirers. The three groups were closely matched for ability scores except at the extremes of high and low ability. The frequency distribution for the scale measuring educational aspiration tended to bunch towards the top end, as can be seen in the table on the following page, and almost half of the girls in the top 10% for ability scored 11 or 12. Consequently, deviations from the regression line at that end of the ability range tended to be small and the group of average aspirers contained a disproportionate number of girls with high ability scores. The three groups were not so unevenly matched at the bottom end of the ability range but, since the survey was mainly concerned with girls who might be candidates for further education and since the bottom 10% included a number of girls with special difficulties such as brain injury and language problems, we decided to exclude girls in the top and bottom 10% for ability from this analysis. By including only the girls who scored between 60 and 105 on the AH4 test we were able to divide the sample into three equal groups of high, average and low educational aspirers so that the groups were closely matched for ability.

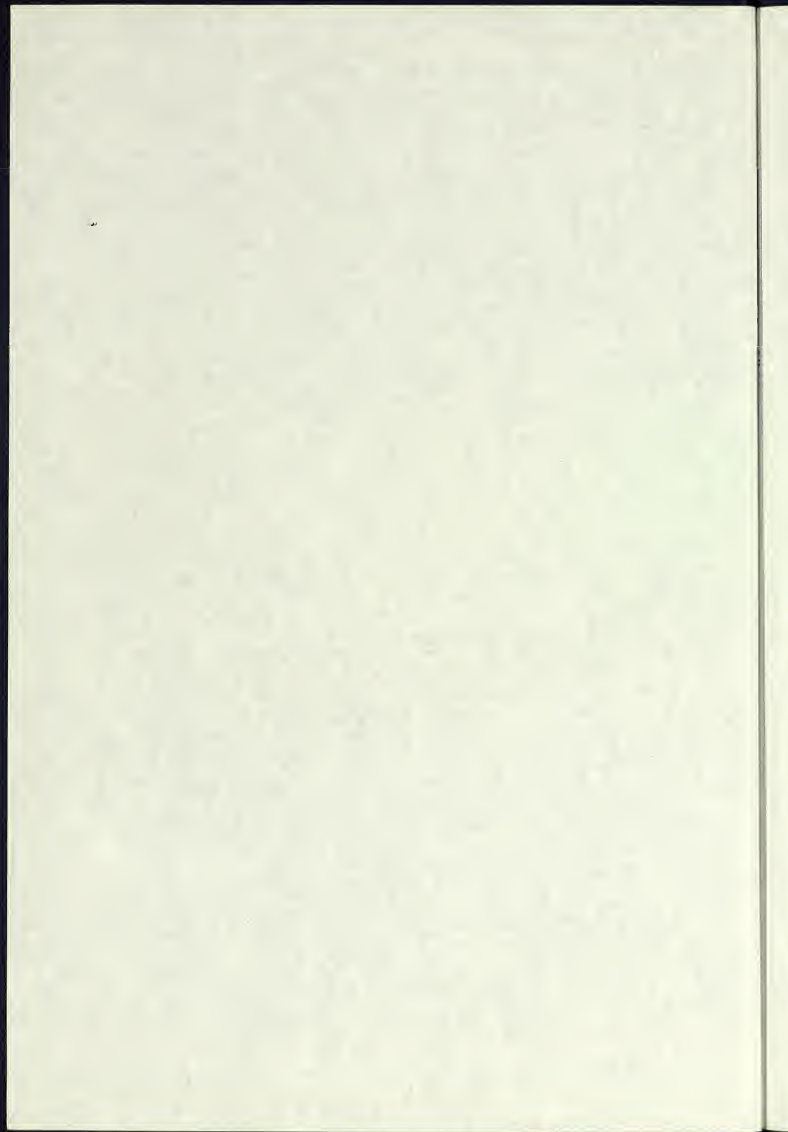


Items in scale	Scoring of responses	Frequency of each score	Frequency of each score on total scale
Q1, 1bi, 1c Education at time of interview	Full-time....4	63%	
	Part-time....2	13%	
	None.....0	24%	
Q43ai/44 Attitude towards leaving/staying on	Wanted to stay on...4	37%	
	Wanted to leave in some ways and stay on in others.....2	30%	0....4%
	Wanted to leave.....0	33%	1....8%
			2....4%
Q9a,b† Highest qualification she expected to take	Degree/higher degree.....4	18%	3....8%
	Non-grad. teaching/HNC/HND/nursing.....3	23%	4....4%
	GCE A/S level/ diploma below C level.....2	19%	5....10%
	GCE O level/A.O level/CSE Grade 1...1	29%	6....5%
	CSE other grades/ other/none.....0	10%	7....8%
			8....7%
			9....9%
			10....9%
			11....10%
			12....14%

† Girls who were not expecting to take further examinations were scored according to the qualifications they already had.

The AH4 scores of the three groups are given below. For convenience, the frequencies are given for ranges of 10 points but the mean scores for each range show that the groups were closely matched within each range. The value of  $\alpha$  calculated from the table below is 4.72, well below the .05 significance value for 8 degrees of freedom.

Total	Educational aspiration					
	Low		Average		High	
	523		522		522	
	%	Mean score	%	Mean score	%	Mean score
AH4 score:-						
60-70	16	65	17	66	15	66
71-80	24	75	20	76	24	76
81-90	27	85	28	86	28	85
91-100	23	95	23	95	23	95
101-105	10	103	12	103	10	103
Mean score		84		84		84



### Appendix III Questionnaires



4.

3.

4. Thinking about the future, do you think that you will be  
 present } job or  
 going on with the same kind of job as your new } last  
 do you think you may change to a different kind of job?

Will go on with same kind--1--Go to 5  
 May change--2--Ask (a)  
 Don't know--3--Go to (b)

a. Do you definitely expect to change to another kind of  
 job or just think you may?

Definitely expects to change--1--Ask (b)  
 Just thinks she may--2--

b. What kind of job would you like to change to?

(PROBE FOR AS FULL DETAILS AS POSSIBLE)  
 OCCUPATION

INDUSTRY

5. Not everybody finds a job which really suits them.  
 Have you had } any difficulties at all in finding a  
 Are you having } suitable job?

Yes--1--Ask (a)  
 No--2--Go to 6

a. Has it been (are you finding it)--

RUNNING Very difficult-----1--Ask (b)  
 PROMPT Just rather difficult--2--

b. What difficulties have you } had?  
 been having?

ASK ALL:

I'd like to ask you about any exams you have taken  
 already, either at school or anywhere else.  
 (RECORD ALL ANSWERS IN TABLE OPPOSITE)

6. Have you taken GSE or not?-----

- a. What subjects did you take?  
 FOR EACH:  
 b. What grade did you get?  
 c. When did you take it?

7. Have you taken GSE O Level or not?-----

- a. What subjects did you take?  
 FOR EACH:  
 b. Did you pass or fail?  
 c. When did you take it?

8. Have you taken any other exams, either at school  
 or elsewhere?-----

- a. What exam(s)? (FULL NAME OF QUALIFICATION AND GRADE  
 IF ANY)  
 b. What subjects did you take?  
 c. What result did you get? (BY SUBJECT IF APPROPRIATE)  
 d. When did you take it?  
 (N.B. IF ANY EXAMINATION HAS BEEN TAKEN MORE THAN ONCE,  
 ENTER ALL OCCASIONS)





10. How old do you think you will be when you have finished with taking exams and qualifications, that is, if you are successful?

\_\_\_\_\_ years

ASK ALL:

11. Thinking about your school work generally in the fifth form and not just your exams, do you think you:-

PROMPT  
 RUNNING  
 Did as well as you could -----1-go to 12  
 Could have done a bit better ---2-  
 Could have done a lot better---3-  
 Ask (a)

- a. Were there any reasons why you didn't do as well as you could? (PROBE: What reasons?)

12. I'd like to talk a bit more about how you got on at school in your fifth form year but this time I'd like you to fill in the answers yourself by ticking in the boxes and it will be quicker than if I read the questions out to you.

TURN PAGE AND HAND OVER SCHEDULE TO INFORMANT SAYING:

You may feel that things varied from time to time so I want you to think of your overall impression of school during the fifth form year.

WHEN SHE HAS FINISHED THE WHOLE OF Q12 CHECK THAT SHE HAS ANSWERED ALL THE QUESTIONS CLEARLY AND CONTINUE

PLEASE TICK ONE BOX FOR EACH QUESTION TO SHOW THE ANSWER WHICH FITS BEST

(a) Overall, how much did you like school?	<input type="checkbox"/> I liked it very much <input type="checkbox"/> I liked it on the whole <input type="checkbox"/> I neither liked it nor disliked it <input type="checkbox"/> I didn't like it much on the whole <input type="checkbox"/> I disliked it
(b) How well did you get on in your lessons?	<input type="checkbox"/> Better than most people in my year <input type="checkbox"/> About average <input type="checkbox"/> Not as well as most people in my year
(c) How much trouble did you get into with the teachers?	<input type="checkbox"/> I got into more trouble than most people <input type="checkbox"/> I was about average <input type="checkbox"/> I got into less trouble than most people
(d) How hard did you work?	<input type="checkbox"/> I worked as hard as I could <input type="checkbox"/> I could have worked a bit harder <input type="checkbox"/> I could have worked a lot harder
(e) How important did your mother think it was for you to do well at school?	<input type="checkbox"/> She thought it was very important <input type="checkbox"/> She thought it was fairly important <input type="checkbox"/> She thought it wasn't very important <input type="checkbox"/> I don't know how important she thought it was
(f) How important did your father think it was for you to do well at school?	<input type="checkbox"/> He thought it was very important <input type="checkbox"/> He thought it was fairly important <input type="checkbox"/> He thought it wasn't very important <input type="checkbox"/> I don't know how important he thought it was
(g) How did you feel about having to work for exams?	<input type="checkbox"/> I got very fed-up with working for exams <input type="checkbox"/> I got a bit fed-up with working for exams <input type="checkbox"/> I didn't really mind working for exams
(h) Which of these statements describes best the way you felt about the way you were treated at school?	<input type="checkbox"/> I didn't like being treated like a child <input type="checkbox"/> I didn't mind being treated like a child <input type="checkbox"/> I don't think I was treated like a child

ASK Q13:-

ALL STILL IN FULL-TIME EDUCATION Q1 Code J & Q(b)(1) Code 1  
 ALL TAKING PART-TIME COURSE OF ANY KIND Q1 (c) Code 1

13. What course(s) are you taking at the moment? (PROBE: ANY other subjects or courses or classes or only full-time courses?)  
 (N.B. CHECK NUMBERS OF COURSES. TREAT ALL CASES SUBJECTS AS ONE COURSE. ALL O LEVELS AS OTHERS. ALL A LEVELS AS ANOTHER. FOR OTHER TYPES OF COURSE CHECK WHETHER DIFFERENT CLASSES ARE PART OF A SINGLE COURSE OR NOT)

14. Where are you taking this course? (NAME, TOWN AND TYPE OF INSTITUTION- INCLUDES SCHOOL OR WORKPLACE IF COURSE IS RUN THERE)

15. Is it a full-time course or a part-time course?

16. Are you working for an exam or a particular qualification in this course?

17. Do you get any paid time off work to take this course or do you do it all in your own time?

18. What exam or qualification? (FULL NAME AND LEVEL IF ANY)

19. What subjects will you be taking?

20. When will you be taking the exam?

21. Are you working for an exam or a particular qualification in this course?

22. What exam or qualification? (FULL NAME AND LEVEL IF ANY)

23. What subjects will you be taking?

24. When will you be taking the exam?

25. Are you working for an exam or a particular qualification in this course?

26. What exam or qualification? (FULL NAME AND LEVEL IF ANY)

27. What subjects will you be taking?

28. When will you be taking the exam?

29. Are you working for an exam or a particular qualification in this course?

30. What exam or qualification? (FULL NAME AND LEVEL IF ANY)

31. What subjects will you be taking?

32. When will you be taking the exam?

33. Are you working for an exam or a particular qualification in this course?

34. What exam or qualification? (FULL NAME AND LEVEL IF ANY)

35. What subjects will you be taking?

36. When will you be taking the exam?

37. Are you working for an exam or a particular qualification in this course?

38. What exam or qualification? (FULL NAME AND LEVEL IF ANY)

39. What subjects will you be taking?

40. When will you be taking the exam?

41. Are you working for an exam or a particular qualification in this course?

42. What exam or qualification? (FULL NAME AND LEVEL IF ANY)

43. What subjects will you be taking?

44. When will you be taking the exam?

45. Are you working for an exam or a particular qualification in this course?

46. What exam or qualification? (FULL NAME AND LEVEL IF ANY)

47. What subjects will you be taking?

48. When will you be taking the exam?

49. Are you working for an exam or a particular qualification in this course?

50. What exam or qualification? (FULL NAME AND LEVEL IF ANY)

51. What subjects will you be taking?

52. When will you be taking the exam?

(i) Did you discuss with only of your teachers whether you should leave at the end of the fifth form year or stay on?	Yes <input type="checkbox"/> No <input type="checkbox"/>
(j) How do you think most of your teachers felt about your staying on or leaving?	They thought I should stay on <input type="checkbox"/> They thought I should leave <input type="checkbox"/> They didn't think it mattered much whether I stayed on or left <input type="checkbox"/> I don't know what they thought about it <input type="checkbox"/>
(k) Did you discuss leaving or staying on with your mother?	Yes <input type="checkbox"/> No <input type="checkbox"/>
(l) What do you think she felt about it?	She wanted me to stay on <input type="checkbox"/> She wanted me to leave <input type="checkbox"/> She didn't really mind whether I stayed on or left <input type="checkbox"/> I don't know what she felt about it <input type="checkbox"/>
(m) Did you discuss leaving or staying on with your father?	Yes <input type="checkbox"/> No <input type="checkbox"/>
(n) What do you think he felt about it?	He wanted me to stay on <input type="checkbox"/> He wanted me to leave <input type="checkbox"/> He didn't really mind whether I stayed on or left <input type="checkbox"/> I don't know what he felt about it <input type="checkbox"/>
(o) How did you feel about the amount of money you had to spend when you were in the fifth form?	I definitely felt I needed more than I had <input type="checkbox"/> I sometimes felt I could do with more than I had <input type="checkbox"/> I managed quite well on what I had <input type="checkbox"/>
(p) When you were in the fifth form, did you feel that your parents could easily afford to keep you at school or not?	I felt they could easily afford it <input type="checkbox"/> I felt they could afford it fairly easily <input type="checkbox"/> I felt that it wasn't very easy for them <input type="checkbox"/> I never really thought about it <input type="checkbox"/>

NOW PLEASE HAND BACK

11.

FOR OFFICE USE  
No. of courses

12.

ASK Q13-  
FOR ALL COURSES ENTERED AT Q1 EXCEPT RELEASE COURSES  
AND COURSES RUN AS PART OF TRAINING SCHEME AT WORKFOR ALL EXCEPT:  
Q17 Codes 3 & 4

Course 1		Course 2		Course 3	
Name of course/description		Name of course/description		Name of course/description	
Name	Name	Name	Name	Name	Name
Town	Town	Town	Town	Town	Town
Type	Type	Type	Type	Type	Type
C. of F. Ed. -1 Not C. of F. Ed. -2 Other (SPECIFY) -3		C. of F. Ed. -1 Not C. of F. Ed. -2 Other (SPECIFY) -3		C. of F. Ed. -1 Not C. of F. Ed. -2 Other (SPECIFY) -3	
DMA School course -1 Full-time -2 Part-time -3(a) No. per week Mornings Afternoon Evenings Other (SPECIFY)		DMA School course -1 Full-time -2 Part-time -3(a) No. per week Mornings Afternoon Evenings Other (SPECIFY)		DMA School course -1 Full-time -2 Part-time -3(a) No. per week Mornings Afternoon Evenings Other (SPECIFY)	
Yes -1(a) No -2(a)		Yes -1(a) No -2(a)		Yes -1(a) No -2(a)	
Name & level	Name & level	Name & level	Name & level	Name & level	Name & level
Subjects	Subjects	Subjects	Subjects	Subjects	Subjects
Term/month	Term/month	Term/month	Term/month	Term/month	Term/month
DMA Not working -1 No time off -2 Yes-release -3 Yes-train/c sch. -4		DMA Not working -1 No time off -2 Yes-release -3 Yes-train/c sch. -4		DMA Not working -1 No time off -2 Yes-release -3 Yes-train/c sch. -4	

18. What made you decide to take that course/those subjects?

Course 1

Course 2

Course 3

19. INTERVIEWER CODE FOR REFERENCE:

In full-time education At named or other school -1 -> 31  
Elsewhere -2 -> 28

Not in full-time education

CODE ALL THAT APPLY THESE FOLLOW  
APPROPRIATE CODES  
FIRST ON LIST

Taking course as part of training scheme -3 -&gt; Ask 20

Taking course on release -4 -&gt; 21

Taking part-time course entirely in own time -5

Not taking any course -6 } See Instruct-  
ion above Q24

13.

## ASK ALL TAKING COURSES AS PART OF TRAINING SCHEME AT WORK Q19 Code 3

20. You said that you get time off to take your \_\_\_\_\_ (INSTRUCTION AT Q13) course. Do you have to take a training course as part of your job or could you have had that particular job without taking the course?

- Had to take a course-----1 If also taking  
rel. to course  
Could have had job without-----2 ask 21, if  
Other (SPECIFY)-----3 not go to  
Instruction  
above Q24

## ASK ALL TAKING RELEASE COURSE Q19 Code 4

21. You said that you get time off work to go to \_\_\_\_\_ (INSTRUCTION AT Q14). Do you have to go to college as part of your job or could you have had that particular job without going to college?

- Had to go to college-----1 Go to 22  
Could have had job without-----2 Ask (a), (b) & (c)  
Other (SPECIFY)-----3

a. What made you decide to go to college?

b. Was there anything you didn't like about the idea of going to college?

c. How do you think the people you work for feel about your going to college?

→ Go to 23

14.

## ASK ALL WHO HAD TO GO TO COLLEGE ON RELEASE Q21 Code 1

22. If you had been able to decide for yourself, would you have chosen to go to college as part of your job or not?

- Yes-----1 Ask (a) & (b)  
No-----2 Go to (c) & (d)  
Other (SPECIFY)-----3

a. What did you like about the idea of going to college?

b. Was there anything you didn't like about the idea of going to college? (PROBE: What didn't you like about it?)

IF "NO" OR "OTHER" AT Q22, ASK:

c. What didn't you like about the idea of going to college?

d. Was there anything you liked about the idea of going to college? (PROBE: What did you like about it?)

→ Go to 23

15.

ASK ALL TAKING RELEASE COURSES Q19 Code 4

23. Did you have to take a particular course for your release course or did you have a choice?

Had to take a particular course--1-->Go to (c)  
Had a choice-----2-->Ask (a) & (b)

a. What other courses or courses could you have taken on release? (QUALIFICATIONS AND SUBJECTS)

b. What made you choose that particular course rather than any other course?

Go to Instruction above Q28

ASK ALL WHO HAD TO TAKE A PARTICULAR COURSE Q23 Code 1

c. If you had been able to choose which course you took would you have chosen the one you are taking or would you rather have done a different course?

would have chosen the same one--1-->Go to (c)111  
A different course-----2-->Ask (i) & (ii)

1. What course would you have preferred? (QUALIFICATIONS AND SUBJECTS)

ii. Why would you have chosen that course rather than the course you are taking?

Go to Instruction above Q24

16. 23 (CONTD.)

ASK ALL WHO WOULD HAVE CHOSEN THE SAME COURSE Q23(c) Code 1

c.iii. Why would you have chosen the course you are taking rather than any other course?

ASK Q24--  
ALL WITH FULL-TIME JOB NOT TAKING RELEASE COURSES  
ALL ABOUT TO START FULL-TIME JOB  
Q19 Code 4  
Q(b) Code 1 OR  
Q(b)11 Code 2  
but NOT  
Q19 Code 4

DNA Not working full-time and not about to start work--1-->Go to Instruction above Q28

24. Some employers allow their employees to have paid time off work to go to classes. Did you be-  
lieve that was the case at your new job? to go to  
college during working hours if you wanted to?

Yes-----1-->Ask (a) to (d)  
No-----2-->Go to 27  
Don't know--3--

a. What course or courses could you do on release from your job? (QUALIFICATIONS AND SUBJECTS)

b. Would you be working for an exam or a particular qualification?

Yes-----1-->Ask (i)  
No-----2-->Go to (c)  
Don't know--3--

1. What exam(s) or qualification(s)? (FULL NAME AND LEVEL IF ANY)

- c. Which college(s) could you go to? (NAME, TOWN, TYPE OF INSTITUTION)

CODE CHECKING IF NECESSARY:  
Is that a College of  
Further Education?

NAME, TOWN, STATE	Yes	No	Other (SPECIFY)
1.	1	2	3
2.	1	2	3

- d. How often would you go to college?

No. per week

Mornings \_\_\_\_\_  
Afternoons \_\_\_\_\_  
Evenings \_\_\_\_\_  
Don't know \_\_\_\_\_  
Other (SPECIFY) \_\_\_\_\_

1  
2

25. How do you feel about going to college if you had time off work?

RUNNING Do you like the idea-----1-Ask (a) then 26  
PROMPT Don't you like it-----2-Ask (b) then 26  
Are there some things you like about  
it and some you don't like?-----3-Ask (a) & (b)  
then 26

- a. What do you like about the idea of going to college?

- b. What don't you like about the idea of going to college?

18.

17.

26. How do you think the people you work for will be working, for feel about your going to college?

Go to Instruction above Q28

ASK ALL WHO GAVE ANY ANSWER EXCEPT YES TO Q21.

27. Would you like to go to college if you were able to set time off work to do so; would you?

RUNNING Like it-----1-Ask (a)

PROMPT Not like it-----2-Go to (b) see above

Like it in some ways but not in others?-----3-Ask (a) above then (b) Q28

- a. What would you like about going to college?

- b. What wouldn't you like about going to college?

ASK Q23:-

ALL WHO HAVE LEFT SCHOOL AND ARE IN FULL-TIME EDUCATION OR ARE TAKING PART-TIME COURSES ENROLLMENT IN THEIR OWN TIME

Q9 Code 2  
or Code 5

DNA Not taking any course or not taking any course except a training course at work-----1-Go to 35

DNA Not taking any course except a release course-----2-Go to 37

28. What made you decide to take a full-time course after leaving school?



29. Was there anything that you didn't like about the idea of taking a {course in your spare time?}

Yes---1-->Ask (a)  
No---2-->Go to 30

a. What didn't you like about it?

30. Has it been difficult for you in any way to take a {full-time course?}

course in your spare time?

Yes---1-->Ask (a)  
No---2-->Go to Instruction above Q11

a. In what ways has it been difficult for you?

ASK Q11-- ALL IN FULL-TIME EDUCATION Q19 Code 1 or Code 2

31. Do you know definitely when you will be {leaving school?}

finishing the full-time course you are doing now?

Yes---1-->Ask (a) then 32  
No---2-->Go to (b) & (c)

a. When will you be leaving?

Month/term Year -->Go to 32

b. When do you think you may leave? (PROBE FOR ALTERNATIVES)

c. What will it depend on?

32. Can I just check, what do you expect to do when you leave school (present full-time course)? if you are successful in your exams (course), will you be going on with your education full-time or getting a job or what?

Going on with education full-time--1-->Go to 33  
Getting a job-----2  
Don't know-----3 } Ask (a)  
Other (SPECIFY)-----4 }

a. Do you think that you will be going to further classes or taking some kind of course?

Yes-----1-->Go to 33  
No-----2-->Go to 34  
Don't know--3-->Ask (1)

1. Would you say that you:-

RUNNING Probably will---1-->Ask 33  
PROBPT Probably won't?--2-->Go to 34

33. Where will you be taking a course or going to classes. I mean at that college or school or what colleges? (NAME, TOWN, TYPE OF INSTITUTION RUNNING THE COURSE)

CODE CHECKING IF NECESSARY:  
Is that a College of Further Education?

Name, town, type	Yes	No	Other (SPECIFY)
1.	1	2	3
2.	1	2	3

-->Go to 37

34. Are there any reasons why you don't expect to go to further classes or take any kind of course? (PROBE: What reasons?)

-->Go to 37

## ASK Q254:-

ALL NOT TAKING ANY COURSES AT ALL AND ALL NOT TAKING ANY COURSES EXCEPT TRAINING COURSES AT WORK

Q19 Code 6 or Code 3 only

35. Have you thought of going to classes or taking any kind of course (apart from the course at work) now that you have left school?

Yes---1--Ask (a)

No---2--Go to 36

a. What course(s) have you thought of taking? (ENTER NAME, QUALIFICATION, SUBJECTS BELOW)

b. Where would you do it (them). I seen at what college and what kind of college? (ENTER NAME, TOWN, TYPE OF INSTITUTION RUNNING THE COURSE BELOW)

## CODE CHECKING IF NECESSARY:

1 is that a College of Further Education?

Course/subjects	Name, town, type of institution	Yes No Other (SPECIFY)		
		1	2	3
1.				
2.		1	2	3
3.		1	2	3

c. What made you think of taking a course?

d. Are you still thinking of taking a course or have you given up the idea?

Still thinking of it---1--Ask (i)

Given up the idea---2--Go to (11)

35 (CONT'D.)

d. 1. How likely is it that you will be taking a course; would you say that you:-

Definitely intend to---1

Probably will---2

Probably won't---3--Ask (ii)

Nothing

Forget

Go to 37

11. What made you give up the idea?

What makes you think you won't be taking a course?

36. Are there any reasons why you haven't thought of going to classes or taking any kind of course? (PROBE: What reason?)

Go to 37

## ASK ALL:

37. I have asked you about any courses you may be taking at the moment; can I just check, have you taken any other classes since the end of your fifth year at school, and have you thought of taking any more? INCLUDES SCHOOL IF SHE RETURNED IN AUTUMN THEN LEFT

Yes---1

Ask (a), (b) & (c)

No---2

Go to 38

37 (CONT.)

- a. What course(s) were you taking? (ENTER QUALIFICATIONS AND SUBJECTS BELOW)
- b. Where were you taking the course(s) (ENTER NAME, TOWN, TYPE OF INSTITUTION RUNNING THE COURSE(S) BELOW)

CODE CHECKING IF NECESSARY:

Is that a College of Further Education?

Qualifications & subjects	Name, town, type of institution	Yes	No	Other (SPECIFY)
1.		1	2	3
2.		1	2	3

FOR EACH COURSE MENTIONED ABOVE:

- c. Did you complete the full course or did you give it up before you had completed it? (ENTER BELOW)
- IF SHE GAVE IT UP:
- d. What made you give it up? (ENTER BELOW)

Course	Completed	Gave up	Reasons for giving it up
1.	1	2 →	
2.	1	2 →	

23.

ASK ALL:

36. This is another part I'd like you to fill in for yourself.

INTERVIEW AS USUALLY

NOTE: REPLY ANY SPECIAL CIRCUMSTANCES

Part I

Code:-

- Continued to work for 10 mins.---1  
Stopped working after (SPECIFY)---2  
Minutes Seconds

Part II

Code:-

- Continued to work for 10 mins.---1  
Stopped working after (SPECIFY)---2  
Minutes Seconds

TAKE BACK ANSWER SHEET AND PROCEED  
MAKE SURE THAT SERIAL NUMBER IS ON ANSWER SHEET

39. I'd like to know a bit more about your school. Can I just check, is (was) School a:-  
Secondary Modern School---1  
Technical School---2  
Grammar School---3  
Comprehensive School---4  
Other (SPECIFY)

40. Was it a (TYPE) school all the time you were there or did it change while you were there?

Same all the time---1-90 to 41  
Changed---2-Mark (a) to (d)

40 (CONT'D.)

a. What kind of school was it before that?

Secondary Modern-----1  
 Technical-----2  
 Grammar-----3  
 Comprehensive-----4  
 Other (SPECIFY)-----5

b. When did it change?

Month/Term Year

c. Were there any ways in which you liked it better after it changed?

Yes--1-->Ask (1)&(d)  
 No--2-->Go to (d)

1. In what ways did you like it better after it changed?

d. Were there any ways in which you didn't like it so much after it changed?

Yes--1-->Ask (1)  
 No--2-->Go to 41

1. In what ways didn't you like it so much after it changed?

41. Is (was) \_\_\_\_\_ School a mixed school or a girls' school?

Mixed-----1  
 Girls'-----2  
 Other (SPECIFY)-----3

42. How old were you when you started at \_\_\_\_\_ School?

\_\_\_\_\_ years  
 If 11 or under go to 43;  
 If 12 or over ask (a)

25.

26. 42 (CONT'D.)

a. What kind of school did you go to before that?

Primary/Junior-----1  
 Secondary Modern-----2  
 Technical-----3  
 Grammar-----4  
 Comprehensive-----5  
 Other (SPECIFY)-----6

b. And was that a mixed school or a girls' school?

Mixed-----1  
 Girls'-----2  
 Other (SPECIFY)-----3

43. Can I just check, is there a sixth form at \_\_\_\_\_ School?

Yes--1-->Go to 44  
 No--2-->Ask (a)

1. 2. CODE WITHOUT ASKING IF YOU  
 ARE SURE THAT THERE IS A 6TH FORM

a. Even though there was no sixth form, could you have stayed on at \_\_\_\_\_ School after your fifth year or could you have gone on to another school rather than a college?

1. 2. CODE WITHOUT ASKING IF SHE  
 DID STAY ON OR GO TO ANOTHER  
 SCHOOL

Could have stayed on-----1  
 Could have gone to another school/  
 Sixth Form College-----2 Ask (1)  
 Don't know-----3  
 Could not have stayed on or gone  
 to another school/6th form college-----4-->Go to 51

i. How did you feel about going on with school or leaving school altogether, did you?

Want to leave altogether-----1-->Go to 44(a)&(b)  
 Want to go on with school-----2-->Go to 45  
 PROMPT  
 Want to leave in some ways and in  
 other ways want to go on with school?--3-->Go to 44(a)&(b)  
 then 45

44. How did you feel about staying on at school or leaving; did you?

Want to leave-----1-->Ask (a) & (b)  
 Want to stay on-----2-->Go to 45  
 PROMPT  
 Want to leave in some ways and in  
 other ways want to stay on?-----3-->Ask (a) & (b)  
 then 45

44 (CONTD.)

- a. Was there something else you wanted to do instead of staying on at (going on with) school?

Yes--1-Ask (1),(11)&(b)  
No-----2-Go to (b)

1. What did you want to do?

11. What made you want to do that instead of staying on at (going on with) school?

- b. Were there any other reasons why you wanted to leave school (altogether) apart from wanting to do something else?

Yes--1-Ask (1)  
No-----2-Go to Instruction above Q45

1. What reasons?

ASK Q41- WANTED TO STAY ON (GO ON WITH SCHOOL) AND ALL WHO WANTED TO DO SO IN SOME WAYS  
Q41(a) Codes 2/3 and Q44  
Codes 2/3

Q41(b) WANTED TO LEAVE (ALTOGETHER) 1-Go to Instruction above Q45

45. What were your reasons for wanting to stay on (go on with school)?

23.

ASK ALL WHO WENT TO ANOTHER SCHOOL/SIXTH FORM COLLEGE AFTER LEAVING NAMED SCHOOL

46. What made you change schools when you finished your fifth year at \_\_\_\_\_ School?

ASK ALL WHO HAD 6TH FORM AT NAMED SCHOOL OR WENT ON TO/ COULD HAVE GONE ON TO ANOTHER SCHOOL/6TH FORM COLLEGE Q43 Code 1 or Q43(a) Code 1 or 2

47. Was there ever any possibility that you would leave school (altogether) after your fifth year or were you go on with school?

quite sure that you were going to leave (altogether)?

Possibility she would leave-----1-Go to (b)  
Sure she would go on with school-----2-Ask (a)  
Possibility she would go on with school-----3-Go to (b)  
Sure she would leave-----4-Ask (a)

- a. What made you sure that you were going to go on with school (leave)?

- b. What might have made you leave (altogether)? go on with school?

Go to 48

48. How do you feel about it now? (went on with school) 1-Go to 49

Are you glad you left?

PROB? Do you wish you had gone on with school? 2-Ask (a)

- a. What makes you wish you had left (gone on with school)?

- a. Did everyone in your year have a talk with a teacher about what to do when they left school or only some people?
- |                    |   |
|--------------------|---|
| Everyone-----      | 1 |
| Only some people-- | 2 |
| Don't know-----    | 5 |

- b. Have you had <sup>a</sup> talk with a teacher on your own about  
Did you have) what you should do or were you always in a class or  
Group? Had a talk on her own---1  
Always in class or group---2

ASK AT:

35. Have you had } any advice, practical help or information  
Did you get } from school which (has) helped you with what you want(ed)  
to do when you leave (left) school or helped you to  
decide what to do?

a. What advice, help or information?

49. What most of your school friends do after the fifth form year: did most of them—  
 Leave school (altogether)-----1  
 Go on with school-----2  
 Did about half leave and about half go on with school-----3
- PROMPT
50. Had you definitely made up your mind to go on with (leave) school before the results were made up your mind? you get your results before you made up your mind?

- | Decided before results         | 1 → Ask (a)  |
|--------------------------------|--------------|
| not results before she decided | 2 → Go to 51 |

- a. Was there any reason why you had to make up your mind definitely before you got your results or could you have waited until you got them? A reason why she had to make up her mind--1→Ask (1),(11)&(b) she could have waited-----2→Go to (b)

4. What reason(s)?

11. Would you have liked to wait for your results before taking up your mind or not?

- b. If you had known your results first do you think it would have made any difference to whether you continued at school or not?

ASK ALL:

1. Now I want to ask you about any help you may have been given in making up your mind what to do when you leave (left) school. Is (Was) there a particular teacher in \_\_\_\_\_ School part of whose job it was to help people with what they want to do when they leave (left) school? Yes-----

52. Have you had a talk with any of your teachers <sup>leaves?</sup>  
Did you have? <sub>about what you personally should do when you left?</sub>  
Yes--1 → Ask (a) & (b)  
No--2 → Go to 53

54. Has anyone else give(n) you any advice, practical help or Did information which (has) helped you with what you went(ed) to do when you leave (left) school or helped you to decide what to do?



54. (CONT'D.)

a. Who was that? (PROBE: Anyone else?) (ENTER BELOW)

FOR EACH:

b. What advice, help or information did you get from \_\_\_\_?

(ENTER BELOW)

(a)	(b)	ADVICE/HELP/INFORMATION GIVEN	
		OFF-USE	OFF-USE
1.			
2.			
3.			

55. Thinking about the help you may have had from school or anywhere else in planning your future work or education, do you feel that you:

RUNNING Would have liked a bit more help--1) Go to 56

PROMPT Would have liked a lot more help?--2) Ask (a)

a. What kinds of help would you have liked?

31.

22.

56. If you wanted) more help from your teachers in planning your future, is (was) it:-

RUNNING Easy to get help-----1) Go to Interest-Card above Q37

PROMPT A bit difficult to get help?--2) Ask (a)

a. In what ways is (was) it difficult?

ASK Q37:-  
ALL NEITHER WORKING FULL-TIME NOR ABOUT TO START FULL-TIME JOB

ALL EXCEPT:  
Q1(b) Code 1 or Q1(b)11 Code 2

DETA Working full-time or about to start--1) Go to 58

57. Have you made up your mind yet what kind of job you want when you start work? Have you:-

Definitely decided what you want to do--1)

RUNNING A good idea-----2) Ask (a)

PROMPT Just a vague idea-----3)

No idea at all?-----4) Go to 58

a. What kind of job would you like? (PROBE FOR OCCUPATION AND INDUSTRY AND GET AS FULL DETAILS AS POSSIBLE)

ASK ALL:

Here are some cards which have on them things which different people have said they were looking for. I will ask you to decide what kind of job they want. First of all I want you to have a quick look through the cards to get an idea of the things we are asking you about. (HAND CARDS TO INFORMANT AND ASK THEM TO LOOK THROUGH THEM AND DECIDE WHAT TO PUT IN THESE BOXES (PLACE LARGE CARD IN FRONT OF HER) to show how important each of these things seems to you. If any of the cards has something on it that you would rather NOT have in your job, put it in this box marked "DON'T WANT". If you think you don't want it at all, put it in the box marked "DON'T WANT AT ALL". (P.L. IF SHE WANTS TO CHANGE HER MIND ABOUT WHERE A CARD GOES, ALLOW HER TO DO SO.)

ENTER ANSWERS IN TABLE OPPOSITE

58 (CONTD.)

W. E. THURFORD MAY BE ASKED TO READ OUT THIS NUMBER ON THE BACKS OF THE CARDS IN EACH FILE AS YOU RECORD THEM BELOW.

	One of the most important things	Important but not one of most important	Not very important	Something I don't want at all
A. Good money to begin with	1	2	3	4
B. A chance to make plenty of money later on	1	2	3	4
C. A chance to travel	1	2	3	4
D. Good chances of promotion	1	2	3	4
E. Variety of work	1	2	3	4
F. Friendly people to work with	1	2	3	4
G. A good training scheme	1	2	3	4
H. Time off to go to college	1	2	3	4
I. Plenty of responsibility	1	2	3	4
J. A chance to make new friends	1	2	3	4
K. A secure job	1	2	3	4
L. A job you can forget when you go home	1	2	3	4
M. Being left to work on your own	1	2	3	4
N. A chance to learn new things	1	2	3	4

59. Now I'd like to ask you to think about the kind of person you are. Here is a booklet that will help you to do this. (SHOW HIM THE FIRST PAGE YOU WILL FIND A LIST OF DESCRIPTIONS WITH THEIR OPPOSITES ON THE OTHER SIDE OF THE PAGE, LIKE THIS. (SHOW HIM THE EXAMPLES ON FRONT OF BOOKLET) These are just examples to show you how to do. You won't find these actual descriptions on the next page.

The ticks are to show how well each description or its opposite fits you. This tick (INDICATE ON TOP LINE) would mean that you are a bookish scholar. The tick (INDICATE ON SECOND LINE) would mean that "not particularly interested in sport" is a good description of you. This tick (THIRD LINE) would mean that you come in the middle between the two descriptions and that neither of them fits you better than the other.

We want to get as clear an idea as possible of what you are really like so please fill them in as accurately as you can. Don't worry if it sometimes sounds a bit big-headed because we want to know what you honestly think you are like.

Before you start ticking the answers, please read through all the descriptions and their opposites so that you know what things we are asking about.

#### HAND BOOKLET TO INFORMANT

#### WATCH HOW FAR SHE HAS GOT AND GIVE INSTRUCTIONS AT THE END OF EACH PAGE AS FOLLOWS:-

##### END OF PAGE 1:

On the next page we want you to tick the same descriptions to show the kind of person you would like to be ideally.

##### END OF PAGE 2:

On the next page we want you to tick to show the kind of person your mother would like you to be ideally. There is an extra box this time which you should tick if you can't put your answer in one of the five boxes, and tick the reason if you really don't know how your mother feels about it. This is to show your really mind which of the two descriptions you are more like. But, of course, if you think she would like you to be average, tick the middle box.

##### END OF PAGE 3:

And now what your father would like you to be like ideally.

TAKE BACK BOOKLET AND CHECK THAT ALL QUESTIONS HAVE BEEN ANSWERED CLEARLY

35.

60. I'd like to know a bit about the area you live in. I mean the things you do, including all the places where you live, and how you get to school or work or college. Thinking of this whole area, would you say that there are:-

A lot of people out of work-----1

RUNNING Quite a few people out of work-----2

PROMPT Not very many people out of work-----3

Don't know-----4

61. How easy is it in this whole area to get the kind of work that would suit you (when you start work); is it:-

Very easy-----1

RUNNING Fairly easy-----2

PROMPT Not very easy-----3

Not at all easy-----4

Don't know-----5

62. How easy is it to get to most places in this area from where you live by public transport; is it:-

Very easy-----1

RUNNING Fairly easy-----2

PROMPT Not very easy-----3

Not at all easy-----4

36.

64. Now I'd like you to look at these cards which have some statements on them about various subjects. I want you to read each of these statements and then put it in one of these boxes (PLACE LARGER CARD IN FRONT OF HER) to show how far you agree or disagree with what is said on the card. If you can't make up your mind at once where to put one of the cards, put it to the back of the pile so that you can look at it again. It is bit more at the end, so that you can see the statements and then you can start sorting them.

SWER ANSWERS IN TABLE BELOW ASKING INFORMANT TO READ OUT THE LETTERS ON THE BACKS OF THE CARDS IN EACH FILE AS YOU RECORD THEM

	Agree completely	Inclined to agree	Neither agree nor disagree	Inclined to disagree	Disagree completely
A. I want to earn as much money as I can with my hands-----	1	2	3	4	5
B. I don't like to work with waves who have nothing to talk about-----	1	2	3	4	5
C. I'd like to get as well qualified as I can to do a little courtesies-----	1	2	3	4	5
D. Too many of the things you are taught-----	1	2	3	4	5
E. Men should be ordered to take orders from women-----	1	2	3	4	5
F. I hate not being able to do things as well as I can with my hands-----	1	2	3	4	5
G. I don't like to work in a school is too much feared-----	1	2	3	4	5
H. It is important to a man to have a good job-----	1	2	3	4	5
I. Men would rather work for a living than need the money-----	1	2	3	4	5
J. It is more important for a man to have a good job than to have a good money-----	1	2	3	4	5
K. Marriages usually work out best-----	1	2	3	4	5
L. There is no point in a man's life-----	1	2	3	4	5
M. Looking after a family would be more satisfying-----	1	2	3	4	5
N. It is important for a man to get a good job-----	1	2	3	4	5
O. If I got married I'd like my husband-----	1	2	3	4	5

37.

65. Could you tell me a bit about your friends; do any of your girl friends work full-time?

Yes---1  
No---2

66. Are any of them still at school?

Yes---1  
No---2

67. Are any of them studying full-time somewhere else?

Yes---1  
No---2

68. Now it's like to know about some of your other plans for the future because you are going to after they leave school. Do you have any other plans they have. Can I just check, are you:-

RUNNING Engaged---1 } Go to (ii)  
PROMPT Married?---2 }  
Neither---3 } Ask (a)

a. Do you ever go out with boys or have you ever had a boy friend in the past?

Yes---1 } Ask (i)  
No---2 } Go to 70

1. Have you got a steady boy friend at the moment?

Yes---1 } Ask (ii)  
then 69  
No---2 } Ask (ii)  
then 70

ii. How old were you when you first started going out with boys?

Under 11---1  
11---2  
12---3  
13---4  
14---5  
15---6  
16 or over---7

N.B. PROMPT FOR AN  
EXACT AGE AND  
ESTIMATE IF IT  
IS AN ESTIMATE

69. What does your fiancé } do; has he got a full-time job?  
husband }  
boy friend }

Yes---1 } Ask (a)(b)  
No---2 } Go to (b)

a. What is his job? (FULL DETAILS)  
Occupation

Self-employed---1  
Employee---2  
IF MANAGER:  
Number in  
establishment

Industry

69 (CONTD.)

b. Does he attend any classes or is he taking a course of any kind?

Yes, still at school---1 } Ask (i)  
Yes, taking a course elsewhere---2 }  
No---3 } Go to  
Instruction above 690

1. Is he studying for any exam or qualification?

Yes---1 } Ask (ii)  
No---2 } Go to  
Don't know---3 } Instruction  
above 690

ii. What exam or qualification? (NAME AND SUBJECTS)

ASK 70 IF NEITHER MARRIED NOR ENGAGED

DMA Engaged---1 } Go to 70(a)  
DMA Married---2 } Go to 71

70. Do you think you will get married some time or not; do you think you:-

Definitely will get married---1 } Ask (a)  
Probably will---2 }  
Probably won't---3 }  
Definitely won't---4 } Go to 75  
Don't know---5 } Ask (a)

a. At what age would you prefer to get married (if you do)

Before you are 20---1  
When you are 20 or 21---2 } Go to 72  
When you are between 22 and 24---3 }  
When you are 25 or older---4 }  
Don't know---5 }

RUNNING  
PROMPT

71. Have you any children?

Yes---1  
No---2

72. Would you like to have any (more) children; do you:-

Definitely want to---1  
RUNNING Think you probably will want to---2  
PROMPT Think you probably won't want to---3  
Don't know---4

73. The number of children people have depends upon all kinds of things and they may not have the number they would like ideally; but if you could have the number you would like ideally, how many children would you have?

- None-----1  
One-----2  
Two-----3  
Three-----4  
Four-----5  
Five-----6  
Six or more-----7.

N.B. IF SHE DOES NOT GIVE AN EXACT NUMBER PROBE:  
How many would you like ideally?

ASK WHY IF NOT MARRIED BUT DID NOT SAY THAN G68 Codes 1 or 3 but not SHE DEFINITELY WON'T GET MARRIED. I Q20 Code 1

DCA Married---1-30 to (a)

74. If (When) you get married would you rather:-

- Give up work as soon as you are married-----1-30 to (i)  
RUNNING Get a part-time job as soon as you are married-----2 Ask (a)  
PROBET Go on working full-time at least to begin with?---3  
If you do have children, then they are little would  
a. Then your children are little

you rather:-

- Give up work altogether---1-Ask (i)  
RUNNING Have a part-time job?---2 Go to 75  
PROBET Have a full-time job?---3  
1. If you don't actually need the money, do you think you may want to go back to work later? Will you-  
Definitely want to go back to work---1 Ask (ii)  
Probably want to go back to work---2  
Probably not want to go back to work---3  
Definitely not want to go back to work---4 Go to 75

Don't know-----5

11. Then mothers decide to go back to work it often depends on how old their children are. For older children you would want your own money. How many years would you want to work before you would stop? IF SHE GIVES A RANGE PROBE FOR EXACT AGE IN YEARS

75. That is almost all I want to ask you unless there is anyone else you would like to tell me about the things we have been talking about?

REC PERSON NO. OF NO.

PARENTS' HOUSEHOLD									
(70) EN COMPLETED THIS GIRL IS LIVING AT HOME OR NOT									
No.	Relationship to Girl	Sex	Marital Status	Full-time working	Part-time working	Not working	Age last leaving school	Age last leaving school	Birth-day
1	Girl	1	2, 3, 4	5	6	7	8	9	
2	(If at home)	1	2, 3, 4	5	6	7	8	9	
3		1	2, 3, 4	5	6	7	8	9	
4		1	2, 3, 4	5	6	7	8	9	
5		1	2, 3, 4	5	6	7	8	9	
6		1	2, 3, 4	5	6	7	8	9	
7		1	2, 3, 4	5	6	7	8	9	
8		1	2, 3, 4	5	6	7	8	9	
9		1	2, 3, 4	5	6	7	8	9	
10		1	2, 3, 4	5	6	7	8	9	

GIRL'S HOUSEHOLD IF DIFFERENT FROM PARENTS' H/H									
LIST MEMBERS OF H/H BUT COLLECT DETAILS ONLY FOR HUSBAND, CHILDREN, BROTHERS OF SISTERS TO GIRL'S H/H									
No.	Relationship to Girl	Sex	Marital Status	Full-time working	Part-time working	Not working	Age last leaving school	Age last leaving school	Birth-day
11	Girl	1	2, 3, 4	5	6	7	8	9	
12		1	2, 3, 4	5	6	7	8	9	
13		1	2, 3, 4	5	6	7	8	9	
14		1	2, 3, 4	5	6	7	8	9	
15		1	2, 3, 4	5	6	7	8	9	
16		1	2, 3, 4	5	6	7	8	9	

BROTHERS AND SISTERS NOT MEMBERS OF EITHER H/H ABOVE									
17		1	2, 3, 4	5	6	7	8	9	
18		1	2, 3, 4	5	6	7	8	9	
19		1	2, 3, 4	5	6	7	8	9	
20		1	2, 3, 4	5	6	7	8	9	
21		1	2, 3, 4	5	6	7	8	9	
22		1	2, 3, 4	5	6	7	8	9	

41. Educational establishment attended by any brothers or sisters still in full-time education

IDENTIFY BY WRITING IN PERSON				
	NUMBER			
Type of establishment attended:-				
<u>PRIMARY</u>				
Infants' school (under 7)-----	1	1	1	1
Junior school (7-11)-----	2	2	2	2
Primary school (Up to 11)-----	3	3	3	3
<u>SECONDARY</u>				
Secondary Modern, Junior Secondary, Non-grammar Charter, All-age school-----	4	4	4	4
Comprehensive, Bilateral, Multilateral schools-----	5	5	5	5
Technical school-----	6	6	6	6
State Grammar, Technical Grammar, County High, Senior Secondary school-----	7	7	7	7
Direct Grant, Private Grammar, Public (fee-paying) school-----	8	8	8	8
Any other private fee-paying school-----	9	9	9	9
Any other school (SPECIFY)-----	11	11	11	11

HIGHER/FURTHER EDUCATION				
Technical College, College of Commerce, College of Further Education-----	12	12	12	12
Teacher Training College, College of Education-----	13	13	13	13
University-----	14	14	14	14
Any other college (SPECIFY)-----	15	15	15	15

42.

REMAINING CLASSIFICATION DATA TO BE COLLECTED FROM  
GIRL'S MOTHER AND/OR FATHER

Classification data given by:-  
Mother-----1  
Father-----2  
Other (SPECIFY)---3

# INTRODUCTORY QUESTION TO PARENTS

How do you feel about how your daughter has been getting on since she went into the sixth form?  
(left school)

N.B. IF GIRL COULD NOT GIVE ANY OF THIS INFORMATION  
ON PAGES 40 OR 41, COLLECT THIS FROM PARENT

## 1. Mother's Work History

a. Mother's first full-time job  
Occupation

Self-employed---1  
Employee-----2

Industry

b. Did mother have a full-time job  
at all during period when girl was:-

	Full-time	Part-time	Neither
Aged 0-4 years?-----	1	2	3
Aged 5-10 years?-----	1	2	3
Aged 11 years or over?---	1	2	3



c. Mother's present occupation if working  
Occupation

Self-employed-1  
 Employee-----2  
IF MANAGER:  
No. in  
establishment

Industry

ii. Father's present occupation if working, or previous one if  
retired  
Occupation

Self-employed-1  
 Employee-----2  
IF MANAGER:  
No. in  
establishment

Industry

iii. Occupation of MOM if neither mother nor father  
Occupation

Self-employed-1  
 Employee-----2  
IF MANAGER:  
No. in  
establishment

Industry

iv. Age of (a) father on leaving school.

(N.B. IF AGED 15, PROBE: Did you have to be fifteen to leave school then or could you leave at fourteen?)

	(a)		(b)	
	Father	Mother	Father	Mother
Left school at--	years	years		
14--	1	1		
15--	2	2		

PROBE: Minimum age:-

## BOOKLET FOR SELF-COMPLETION

PLEASE TICK TO SHOW AS ACCURATELY AS YOU CAN THE KIND OF PERSON YOU ARE

Read ALL the descriptions and their opposites before you start.

	Very	Fairly	Average	Fairly	Very
Very interested in school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Likes to have someone to depend on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very interested in clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebellious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will probably be very successful in her job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would like to get married young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doesn't mind if other people do things better than she does	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very keen on boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good at school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would like to find security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes friends easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very keen on having children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts things as they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very keen on having a successful career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please count to make sure that you have ticked 15 boxes - one on each line.

## EXAMPLES

	Very	Fairly	Average	Fairly	Very
Brave	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very interested in sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Likes to make fun of things	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE READ ALL THE INSTRUCTIONS CAREFULLY AND ASK IF THERE IS ANYTHING THAT YOU DON'T UNDERSTAND.

School number Informant number

2.  
PLEASE TICK TO SHOW WHAT YOU WOULD LIKE TO BE LIKE IDEALLY

	Very	Fairly	Average	Very
Very interested in school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Likes to have someone to depend on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would rather rely on herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very interested in clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebellious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will probably be very successful in her job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would like to get married young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tries to do things better than other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very keen on boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good at school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would like to find security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes friends easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very keen on having children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts things as they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doesn't think of a successful career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very keen on having a successful career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please count to make sure that you have ticked  
15 boxes - one on each line.

3.  
PLEASE TICK TO SHOW WHAT YOUR MOTHER WOULD LIKE YOU TO BE LIKE IDEALLY

	Very	Fairly	Average	Fairly	Very	Don't know or Doesn't mind
Very interested in school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Likes to have someone to depend on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would rather rely on herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very interested in clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebellious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will probably be very successful in her job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would like to get married young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doesn't mind if other people do things better than she does	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very keen on boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good at school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would like to find security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes friends easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very keen on having children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts things as they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very keen on having a successful career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please count to make sure that you have ticked  
15 boxes - one on each line.

PLEASE TICK TO SHOW WHAT YOUR FATHER WOULD LIKE YOU TO BE LIKE IDEALLY

	Very	Fairly	Average	Fairly	Very	Don't know or Doesn't mind
Very interested in school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Likes to have someone to depend on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very interested in clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebellious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will probably be very successful in her job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would like to get married young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doesn't mind if other people do things better than she does	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very keen on boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good at school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would like to find security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes friends easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very keen on having children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts things as they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very keen on having a successful career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please count to make sure that you have ticked

15 boxes - one on each line.

## Appendix IV Background information from other sources

### I. Comparisons between boys and girls

Comparisons of boys and girls at school generally show little difference in the level of performance in tests and school subjects, especially at an early age, although, overall, their interests tend in the directions which are usually thought appropriate for the two sexes, that is, girls' towards arts, crafts and languages and boys' towards science, mathematics and mechanics. The Medical Research Council Unit's longitudinal study<sup>1</sup> of children born during one week in 1946 shows only slight and gradually emerging differences between girls and boys in the tests of ability and attainment which were administered at intervals throughout the children's school careers. At eight and eleven, the girls tended to have rather higher scores than the boys in most of the tests they were given but by the time they were fifteen this overall position had been reversed. Boys were more likely than girls to gain a "good" O level in GCE (i.e. at least four passes with three at least in English language, a science subject or a foreign language) but were no more likely than girls to pass in at least one subject. There are, in fact, fewer subject entries from girls than from boys in GCE O level and A level and in CSE<sup>2</sup>. In this report we present evidence that O level pass rates, that is, the proportion of passes in relation to the number of subjects taken, tend to increase with the number of subjects taken. The somewhat poorer performance of girls in GCE could be related to the fact that they tend to attempt fewer subjects.

Although the difference in school performance between girls and boys is not dramatic up to the end of the fifth form year, there are striking differences in their subsequent careers. Boys are only marginally more likely to remain at school after the statutory leaving age<sup>3</sup> (In January 1971, the proportion of fifteen year olds staying at school after the compulsory school age was 56.6 for boys and 55.9 for girls) but they are much more likely to continue their education at colleges of further education, polytechnics or universities, although many more girls than boys train as teachers. In 1970, women still made up only 28% of university students. In the same year, 37% of boys aged 15 to 17, as against only 26% of girls in this age group, were in grant aided establishments of further education. Among 18 to 20 year olds the differences were even greater. 35% of boys but only 16% of girls were in such establishments. Moreover, the girls who are receiving further education are much more likely to be going to evening classes only and far less likely to be on release from their employment. In 1970, 85% of all the students on day or block release courses in grant aided establishments were male and only 15% female. 39% of working boys under 18 were taking release courses but only 5% of working girls under 18<sup>4</sup>. 19% of the working girls in our sample were taking release courses, but the sample excluded girls who left school before the end of their fifth form year.

---

1 J.W.B. Douglas, J.M. Ross & H.R. Simpson: *All our future* Peter Davis, London 1968

2 DES Statistics of Education

3 We are not yet in a position to assess any effects which the raising of the statutory leaving age may have on these relative proportions.

4 DES Statistics of Education

Dr. J S King, in a recently published pamphlet<sup>1</sup> refers to a number of recent tests and says "girls were generally found to be superior to boys on vocabulary, arithmetic, verbal reasoning and clerical skill. Boys, on the other hand, were superior to girls on maths, spatial ability and mechanical ability.....there is a large overlap on all of the tests - except perhaps on mechanical comprehension". Throughout the pamphlet Dr King emphasizes that within sex differences are greater than between - sex differences.

A study of sixth form girls and boys carried out by Donald Hutchings and Judith Clowsley<sup>2</sup> demonstrated what they described as a "lowering of sights" among the girls in their sample. Although there was very little difference between girls' and boys' aspirations and performance as far as school work was concerned, girls seemed to expect to achieve less after school by way of high salaries, becoming well-known and having authority. In this way they may have been showing some realism. Nevertheless, in spite of the obstacles, some girls do manage to set their sights higher and achieve more than others who may be equally gifted.

## 2. Parents' attitudes

Dr King<sup>(1)</sup> says "Parents expect their children to behave in certain ways. They have their own definitions of sex-appropriate behaviour and appear to reward their offspring for the accuracy with which they model themselves on these definitions". Later, he says "Obviously, the 'feminine' characteristics of 'passivity', conservatism' and 'submissiveness' have played their part in institutionalising the status quo and preventing the development of alternative perspectives".

In a survey (not yet published) carried out by OPCS for DE, Audrey Hunt found that over half a sample of senior managers would like their children to enter one of the professions, but for girls these preferences were mainly for teaching or nursing, whereas they wanted their sons to become doctors, professional engineers or scientists or lawyers. Additionally, only one-eighth said it was up to the boy himself, compared with over one-quarter in the case of girls. This seems to indicate that even "privileged" girls are less likely than boys to be encouraged by their parents to set their sights high.

## 3. Employment

Many people have expressed concern in recent years about the evident wastage of woman power and potential in the patterns of employment in Britain today. 36% of the working population is female, a proportion which is expected to increase, and these women are largely concentrated in occupations which have traditionally been regarded as female jobs. According to the 1966 Sample Census, over 60% of working women but only 18% of working men are in middle or lower grade white collar jobs or personal service occupations. Men, on the other hand, are nearly three times as likely as women to have managerial or professional occupations and about five times as likely to be in supervisory or skilled manual occupations. Among those qualified at degree level or higher 78% of men were in the occupational order "professional, technical workers and artists" (e.g. teachers, nurses, draughtsmen), compared with 86% of women. Only 3% of highly qualified women were administrators and managers, compared with 12% of men. Among those qualified below degree level 13% of men but only 1% of women were administrators or managers.

---

1 DE Manpower Paper No 10: Sex Differences and Society HMSO November 1974.

2 "Why do girls settle for less?" Further Education, Autumn 1970.



The jobs done by part-time workers tend to be at a lower level than those done by full-timers<sup>1</sup>.

There is evidence that married women have to take jobs in which their skills or qualifications are wasted. A survey<sup>1</sup> found that 14% of working married women (19% of those responsible for children) were using none of their qualifications, compared with 5% of single women.

The same survey showed that over one-fifth of working women and over one-third of those who intended to return to work expressed a desire to take some form of training, but many of them said they would only be able to do so if the hours fitted their domestic arrangements.

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<sup>1</sup> A survey of women's employment by Audrey Hunt HMSO 1968. More recent OPCS surveys have confirmed these findings in respect of particular groups of women, eg lone mothers.



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